

CURRICULUM BOOKLET

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

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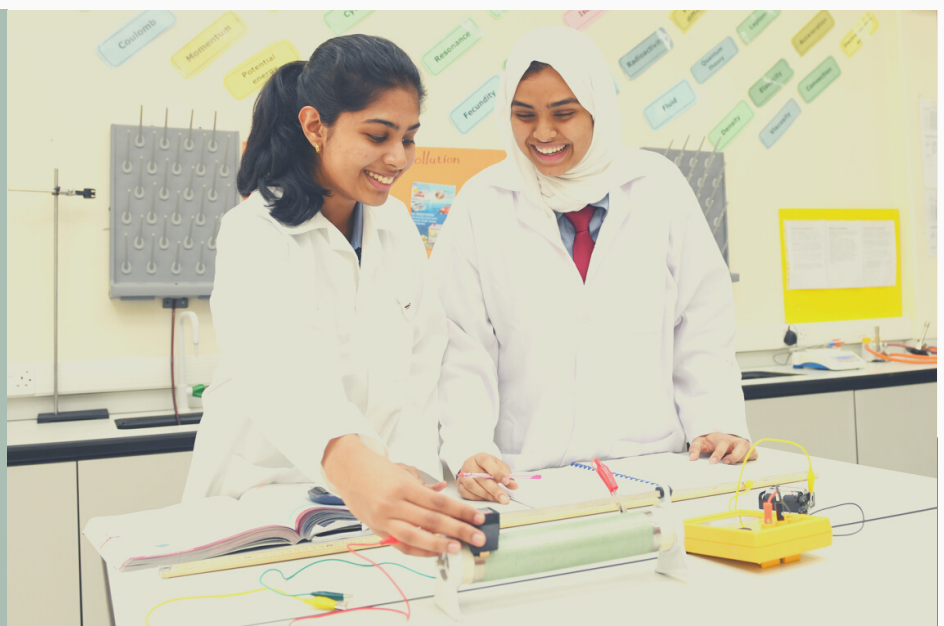
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Our Vision for our students

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.



" I will be working with the entire KS4 team to provide our students with all the necessary academic and pastoral supports required for them to reach their full potential"

Meet the team

Form Tutors

Grade 8B1- Mr. Dickson Barongo - dickson.b_wsr@gemsedu.com

Grade 8B2 - Mr. Ankush Castelino - ankush.c_wsr@gemsedu.com

Grade 8B3- Mr. Nelson Gikonyo - nelson.g_wsr@gemsedu.com

Grade 8G1 - Ms. Bushra Rehman - bushra.r_wsr@gemsedu.com

Grade 8G2 - Ms. Sadaf Ali - sadaf.a_wsr@gemsedu.com

Grade 8G3 - Ms. Manisha Salins - manisha.s_wsr@gemsedu.com

Pastoral Leaders

Ms. Marwa Khanfar - marwa.k_wsr@gemsedu.com

Director of Learning KS4

Ms. Remya Unnikrishnan - remya.u_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



Ms. Remya Unnikrishnan
**DIRECTOR OF LEARNING
KEY STAGE 4**

English (ESL and EFL)



English, as a subject, holds a special place in our educational system as it plays a vital role in shaping the lives of our students. English is a global language that connects people across cultures and allows us to express our thoughts, emotions, and ideas. We will impart knowledge and instill a love for the English language and literature in our students. Our curriculum is designed to reflect the importance of developing strong language skills, encompassing reading, writing, listening, and speaking. We deliver the AQA specifications for both IGCSE and A Level. We have developed formative and summative assessment strategies that support our students progress and achievement within the AQA curriculum. I look forward to an exciting year ahead where all students will take responsibility for their own progress and will be eager to succeed in their English Language skills.

Michelle Fiecas, KS4 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 OxfordAQA course book and follow OxfordAQA syllabus which will cater to all the four skills along with exam -style questions at the end of each unit.

Our assessments have been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are accessible to the full range of students. This specification gives teachers freedom of choice in approaches to teaching and learning, whilst providing a rigorous summative assessment of students' skills and abilities.

In English, 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 FirstLang and ESL

1A:

Combination of **AQA short stories anthology and AQA anthology poetry**

1B:

Descriptive: setting, zoom-in technique, 5 senses, imagery
Narrative: setting, characters, plot, events.

One SPaG focus per week (sentence types, use of speech marks, commas used for effect/subordinate clauses, idioms, figures of speech, parts of speech)

Spring

English as a FirstLang and ESL

2A:

Combination of AQA short stories anthology and AQA anthology poetry.

2B:

Narrative writing, Diary Entry, comparing and differentiating mood and atmosphere, Punctuation (dash), verb tenses, poetic devices

Summer

English as a FirstLang and ESL

3A:

An Inspector Calls – a play analysis.

Speech writing

Context about AIC (the Titanic, NHS, labour strikes, working in factories)

Debate

3B:

**An Inspector Calls – PBL
Create a scene**

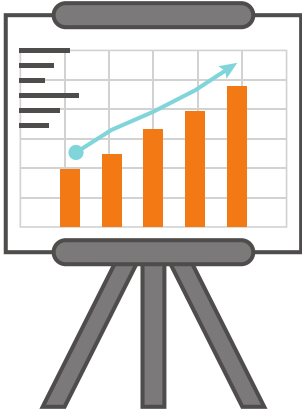
Homework

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.
- GCSEpod
 - Kahoot!
 - Achieve 3000

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 Destroyers- Graham Greene
- Through the Tunnel- Doris Lessing
- Poems (Blessing, The Road Not Taken and Futility)
- An Inspector Calls

English as a Second Language

- The Fly in the Ointment - V. S. Pritchett
- Through the Tunnel- Doris Lessing
- Poems (Blessing, The Road Not Taken and Futility)
- An Inspector Calls

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

- *May Sakr, Curriculum Leader - Maths.*



Curriculum

The National curriculum for England mathematics programme of study aims to ensure that all students become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Topics / Skills Coverage

Autumn

Autumn 1

Title: Unit 1

Topics:

- 1- Number 1
- 2- Algebra 1
- 3- Graphs 1

Spring

Spring 1

Title: Unit 2

Topics:

- 1 Algebra 2
- 2 Graphs 2
- 3 Shape and space 2
- 4 Handling data 1

Summer

Title: Unit 3 , 4

Topics:

- 1 Graphs 3
- 2 Shape and Space 3
- 3 Handling Data 2
- 4 Number 4
- 5 Algebra 4

Autumn

Skills:

- Working with fractions.
- Order of operations
- Significant Figures and decimal places.
- Simplifying algebraic expressions.
- Simplifying algebraic expressions with brackets.
- Solving equations.
- Gradient of a straight line.
- Plotting straight -line graph.
- Straight line conversion graphs

Autumn 2

Title: Unit 1,2

Topics:

- 1 Space and shapes 1.
- 2 Sets
- 3 Number2

Skills:

- Triangles
- Quadrilaterals.
- Polygons.
- Constructions.
- Similar triangles.
- Set notations.
- Venn Diagrams
- Standard Form
- Percentages.
- Percentage increase and decrease.

Spring

Skills:

- Simplifying algebraic fractions.
- Solving equations with roots and powers.
- Positive integer indices.
- Inequalities
- Straight- line graphs.
- Simultaneous equations.
- Pythagoras' theorems.
- Circle theorem.
- Statistical investigations.
- Presenting data.
- Misleading data representations.
- Average for discrete data.

Spring 2

Title: Unit 3

Topics:

Number 3
Algebra 3

Skills:

- Prime factors.
- HCF and LCM.
- Ratio.
- Simple factorization.
- Simplifying fractions.
- Equations with fractions.
- Simultaneous equations.

Summer

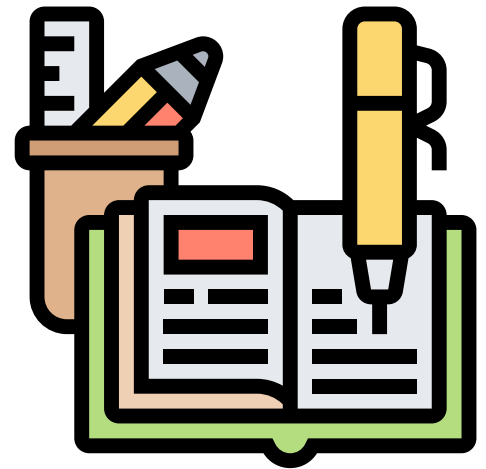
Skills:

- -Distance - time graphs.
- Speed- time graphs.
- Tangent ratio.
- Calculating sides.
- Calculating angles.
- Frequency tables.
- Discrete data.
- Contiguous data.
- Compound percentages.
- Inverse percentages.
- Using formula
- Change the subject.
- Further formula

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 many online websites.

We feel that homework also provides the best opportunity for parents to become active partners in supporting the learning process.



Assessments

- Diagnostic test - this is done at the beginning of the academic year (Base-line test)
- Progress checks - these are smaller, low stakes assessments designed to inform the students of their progress through the study
- Summative assessments at the end of each term



Recommended Reading List

Our current textbook is Pearson Edexcel International GCSE (9-1) Mathematics A - Student Book 1.

Students will need their own scientific calculator and a full geometry set for their lessons.

Useful websites:

www.savemyexams.com

www.drfrostmaths.com

Biology

"Science is not only a discipline of discovery but also a mindset of curiosity, questioning, and the relentless pursuit of knowledge. As the Curriculum Leader for Biology, I hope to cultivate a dynamic and engaging curriculum that not only imparts fundamental knowledge but also nurtures critical thinking, curiosity, a deep appreciation for the natural world, and a lifelong love for biology. I am deeply committed to instilling a sense of environmental consciousness and promoting sustainability among students. 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.."

- Rimjhim Joshi, Curriculum Leader - Biology



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, all students should expect to be taught essential aspects of knowledge, methods, processes and the 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 8 students will begin studying Pearson EDEXCEL 9-1 iGCSE Biology, a three-year course culminating in external examinations in May/June 2025. The specification is designed to ensure good preparation for students looking to continue to higher education 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.

Topic Coverage

Autumn

Topic: 1 - Organisms and Life Processes

1. Life Processes
2. Variety of Living Organisms

Topic: 6 - Microorganisms and Genetic Modification

21. Using Microorganism

Spring

Topic: 2- Animal Physiology

4. Food and Digestion

Topic: 3 - Plant Physiology

10. Plants and Food

Topic: 2- Animal Physiology

3. Breathing and Gas Exchange

Summer

Topic: 4 - Ecology and Environment

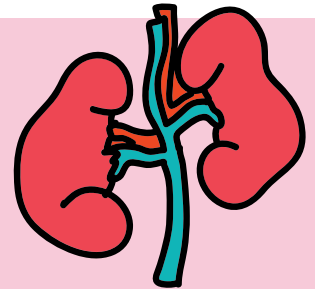
14. Ecosystem
15. Human Influences on the environment

Working Scientifically Skills

Project Based Learning

Science Transferable Skills

- Mathematical skills
- Graphical skills
- Data analysis
- Critical thinking
- Problem solving
- Creativity
- Collaboration
- Innovation
- Investigative skills
- Communication and oracy
- Planning an investigation
- Evaluative skills
- Extended reading and comprehension
- Extended writing



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 40-50 minutes to complete. Students will also have the option to extend their learning through completing termly learning menu activities.

Assessments

- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Progress Checks** – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised feedback and guidance.
- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment** – more formal 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/>
- **CGP Revision Guides:** <https://www.cgpbooks.co.uk/secondary-books/international-gcse>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-biology-revision-flash-cards/>
- **GCSE Pod:** <https://www.gcsepod.com/>

Chemistry

Chemistry, the central science, lies at the core of countless discoveries and innovations that shape our world. It is a discipline that fuels our understanding of matter, reactions, and the fundamental principles that govern the natural world. Within this intricate realm of atoms and molecules.

As we delve into the realm of chemistry, we embark on a journey of exploration and discovery, unraveling the mysteries of elements, compounds, reactions, and their impact on the world around us. Through the study of chemistry, we gain insights into the fundamental building blocks of life, the intricacies of energy transformations, and the development of innovative materials and technologies. AS Linus Pauling said I feel sorry for people who do not understand chemistry, they are missing an important source of happiness, so as a chemistry leader I want you all to join me in this awe-inspiring exploration, face the new challenges and answer the questions as we delve into the captivating world of chemistry and uncover its profound implications for our lives and the world we inhabit.

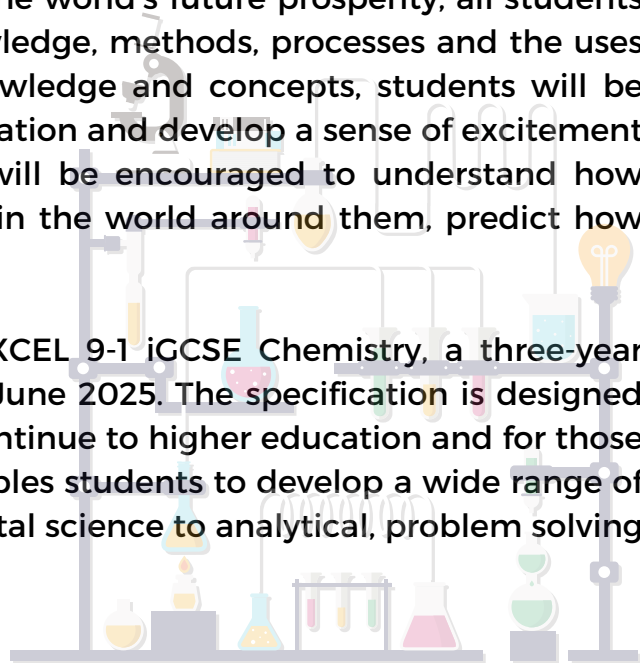


Hadir Ashraf - Curriculum Leader - Chemistry

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, all students should expect to be taught essential aspects of knowledge, methods, processes and the 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 Pearson EDEXCEL 9-1 iGCSE Chemistry, a three-year course culminating in external examinations in May/June 2025. The specification is designed to ensure good preparation for students looking to continue to higher education 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.



Topic Coverage

Autumn

Topic: 1 - Principles of Chemistry

1. States of Matter
2. Elements, Compounds and Mixtures
3. Atomic Structure
4. The Periodic Table

Spring

Topic: 1 - Principles of Chemistry

7. Ionic bonding
8. Covalent bonding
5. Chemical Formulae, Equation and Calculations (Part 1)

Topic: 2 - Inorganic Chemistry

11. The Alkali Metals

Summer

Topic: 2 - Inorganic Chemistry

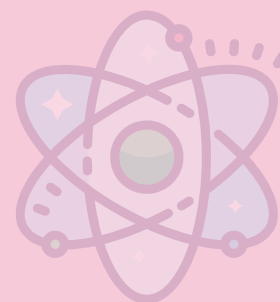
12. The Halogens
13. Gases in the atmosphere
14. Reactivity Series.

Working Scientifically Skills

Project Based Learning

Science Transferable Skills

- Mathematical skills
- Graphical skills
- Data analysis
- Critical thinking
- Problem solving
- Creativity
- Collaboration
- Innovation
- Investigative skills
- Communication and oracy
- Planning an investigation
- Evaluative skills
- Extended reading and comprehension
- Extended writing



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 40-50 minutes to complete. Students will also have the option to extend their learning through completing termly learning menu activities.

Assessments

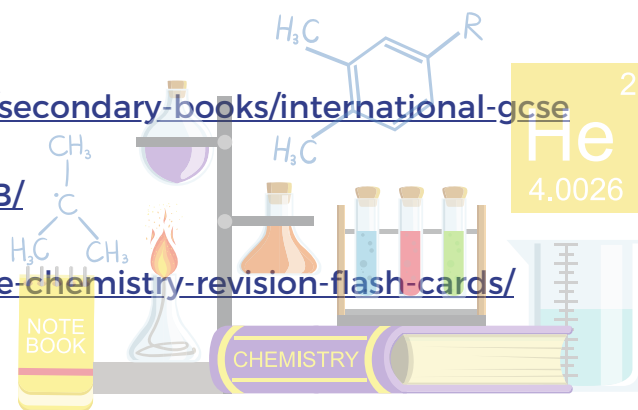
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Progress Checks** – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised feedback and guidance.
- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment** – more formal end of term examinations.



Recommended Reading List

Student success in chemistry 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/>
- **CGP Revision Guides:** <https://www.cgpbooks.co.uk/secondary-books/international-gcse>
- **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

"Albert Einstein said: "The important thing is to never stop questioning"
Curiosity is an important trait of scientists and lifelong learners. My hope is to inspire students to be curious of everything around them! Applications of Physics can be seen all around us! When we walk down the street, ride in cars, opening doors, even when we take a sip from our straws! To this day, I still marvel at the multitude of applications of Physics in our daily lives.
Throughout your physics journey embrace the challenge of developing your analytical skills and critical thinking, apply your knowledge to new situations and see familiar situations in a new light. We will be here to guide you. Study hard, think deeply and see the world from a different perspective.



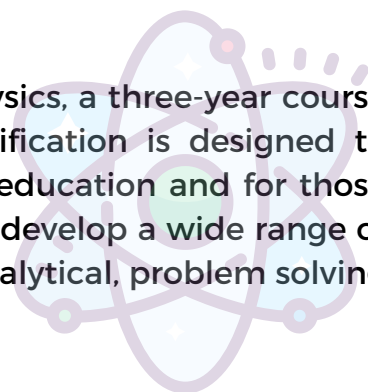
- Alfonso Inocencia, Curriculum Leader - Physics



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, all students should expect to be taught essential aspects of knowledge, methods, processes and the 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 Pearson EDEXCEL 9-1 iGCSE Physics, a three-year course culminating in external examinations in May/June 2025. The specification is designed to ensure good preparation for students looking to continue to higher education 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.



Topic Coverage

Autumn

Topic: 5 - Solids, Liquids and Gases

- 18. Density and Pressure
- 19. Solids, Liquids and Gases

Topic: 4 - Energy Resources and Energy Transfer

- 14. Energy Transfer
- 15. Thermal Energy (Conduction, Convection, Radiation)
- 16. Work and Power

Spring

Topic: 1 - Forces and Motion

- 1. Movement and Position
- 2. Forces and Shape
- 3. Forces and Movement

Summer

Topic: 2 - Electricity

- 6. Mains Electricity
- 7. Current and Voltage in Circuits

Working Scientifically Skills

Project Based Learning

Science Transferable Skills

- Mathematical skills
- Graphical skills
- Data analysis
- Critical thinking
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- Extended writing

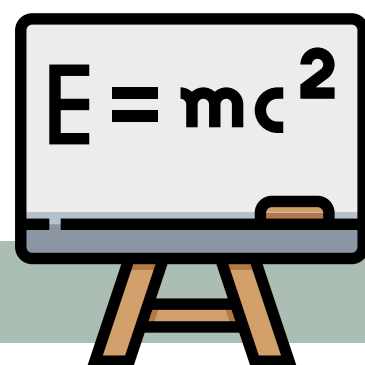


Homework

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Assessments

- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
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- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment** – more formal end of term examinations.



Recommended Reading List

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- **BBC Bitesize:** <https://www.bbc.co.uk/bitesize/examspecs/zqpshv4>
- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-physics-edexcel-new/revision-notes/>
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- **GCSE Pod:** <https://www.gcsepod.com/>

Business Studies



"Welcome to the Enterprise Department! We are absolutely thrilled to have you on board and be a part of our forward-thinking community.

At the Enterprise Department, we strongly believe in the power of education to transform lives. Our team is dedicated to providing an environment that fosters growth, learning, and equity for all students. With our innovative approach to digital learning, we aim to push the boundaries of education and prepare students for success in the ever-evolving world. We pride ourselves on motivating our students to strive for excellence and achieve their highest academic potential.

We also encourage them to actively participate in various management events and organize their own initiatives, allowing them to develop leadership qualities while making a positive impact on the community.

As you embark on this new journey with us, we want you to know that we are here for you every step of the way.

- Blessy Varghese, 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 TRADERS, PARTNERSHIPS, SOCIAL ENTERPRISES AND FRANCHISES
- LIMITED COMPANIES AND MULTINATIONALS
- PUBLIC CORPORATIONS

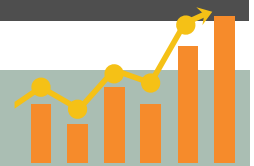
Spring

- APPROPRIATENESS OF DIFFERENT FORMS OF OWNERSHIP
- CLASSIFICATION OF BUSINESSES
- DECISIONS ON LOCATION
- GLOBALISATION
- THE IMPORTANCE AND GROWTH OF MULTINATIONAL COMPANIES

Summer

- INTERNATIONAL TRADE AND EXCHANGE RATES
- GOVERNMENT OBJECTIVES AND POLICIES
- EXTERNAL FACTORS
- MEASURING SUCCESS IN BUSINESS
- REASONS FOR BUSINESS FAILURE

Homework

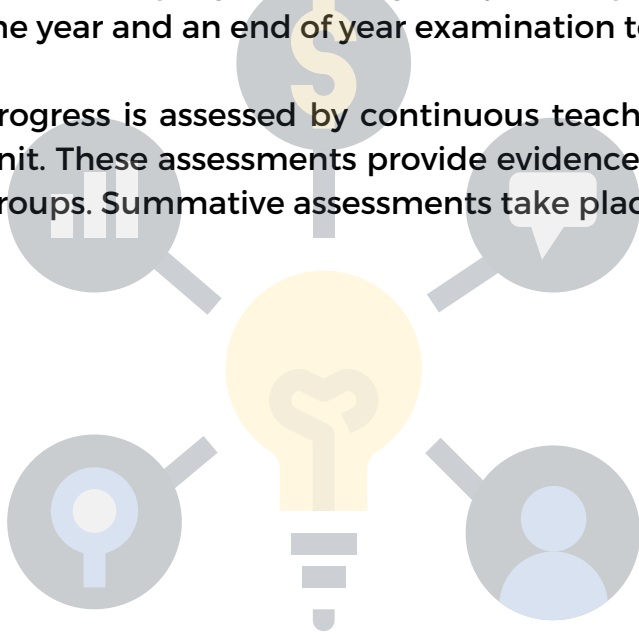


Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, 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."

- Reshma Ravindran, 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

Spring

SECTION B: Physical Environment

- Chapter 3: Hazardous Environment
Different types of hazard
Tropical cyclone
Volcanic eruption and earthquake
The scale of tectonic hazard
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

Summer

- SECTION B: Geographical Enquiry and investigation

Primary and secondary
Source of data
Fieldwork method
Sampling method
Calculation of mean ,median and range
Map skill



Homework

This is set weekly for all students.

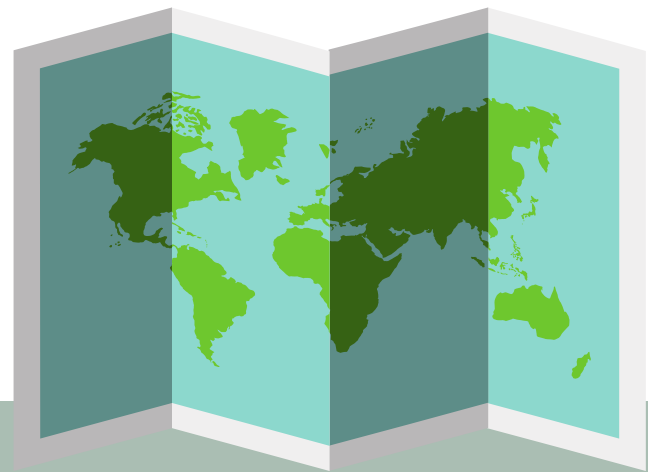
Online platforms (SAM learning, quizzz and Google classroom)

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



Computer Science

Dear Students,

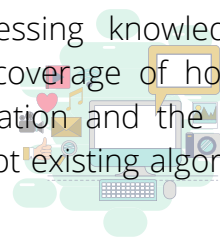
My name is Remya and I am the Curriculum Leader for CS / ICT. I am glad that you have chosen to study ICT. I am sure that you must have known the importance of ICT as current world is not functioning without computers. ICT is an exciting subject, which enables you to learn something new every day. I 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 CS / ICT."



- *Remya Unnikrishnan, Curriculum Leader - CS*

Curriculum

The syllabus combines theoretical and practical studies focusing on assessing knowledge and understanding of the basic principles of computer science, including some coverage of how these principles are applied when solving problems that relate to a particular situation and the practical application of computational thinking, whereby learners will create, use and adapt existing algorithms to solve problems in a particular situation.



Topics / Skills Coverage

Autumn

Unit 1: Problem Solving
Chapter 1: Algorithms
Chapter 2: Sorting Algorithms
Chapter 3: Searching Algorithms
Chapter 4: Decomposition and Abstraction

Unit 2: Programming
Chapter 5: Develop a code
Chapter 6: Making programs easy to read

Spring

Unit 2: Programming
Chapter 7: Strings
Chapter 8: Data Structures
Chapter 10: I/O
Chapter 11: Subprograms
Chapter 12: Testing and Evaluation

Unit 5: Communication & Internet
Chapter 21: Networks

Summer

Unit 5: Communication & Internet
Chapter 22: Network Security
Chapter 23: Internet & WWW
Unit 6: The Bigger Picture:
Chapter 24: Computing & Environmental Impact of Tech
Chapter 25: Privacy & Data Inclusion
Chapter 26: Professionalism
Chapter 27: Computing & Legal Impact of Tech

Homework



Homework is given on a weekly basis. Homework may be set online through Phoenix Classroom, GCSEPOD, etc. It could also be in the form of the creation of a PowerPoint, Project, or 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.

Paper number and unit title	Level	Assessment information	Number of raw marks allocated in the paper
Paper 1: Principles of Computer Science	1/2	Assessed through a 2-hour written examination set and marked by Pearson. The paper is weighted at 50% of the qualification. The paper consists of multiple-choice, short open-response, open-response and extended open-response answer questions.	80
Paper 2: Application of Computational Thinking	1/2	Assessed through a 3-hour practical examination set and marked by Pearson. The paper is weighted at 50% of the qualification.	80

Recommended Reading List

Edexcel International GCSE computer science (9-1) Student Book

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

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

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

www.gcsepod.com

<https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>



Arabic A



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 untired, closed book context through the use of extract-based questions. We wish for your proactive involvement and eagerness to upgrade your Arabic language skills.

- *Ali Eggat, Curriculum Leader - Arabic & Social Studies A*

Curriculum

المنهج الوزاري

Topics / Skills Coverage

Autumn

- نص شعري (من تجارب الحياة)
- نص شعري (الشهيد)
- سيرة غيرية (الشاعر عبد العزيز بن دخين)
- نص معلوماتي (الإدمان على الانترنت)
- استماع (ذلك النبع القديم)
- النحو (الحال - التميز)
- الكتابة (النص السردي)

Spring

- قراءة (وصية ذي الأصبع لابنه أسيد)
- نص شعري (روح الطبيعة)
- قصة قصيرة (نظرة)
- نص معلوماتي (صناعة السفن الخشبية في دولة الإمارات)
- استماع (رجال اللؤلؤ)
- النحو (أدوات نصب الفعل المضارع وجزم الفعل المضارع - فعل الأمر)
- البلاغة (أنواع التشبيه - تشبيه المؤكد - والتشبيه المرسل)
- النص التفسيري (متى تخطط لمستقبلك؟)

Summer

- (راوية) (ذئب اسمه طواف)
- النحو (التركيب إضافي)
- (ضمائر الجر المتصلة)

Homework

منصة ألف - تدريبات على الاختبارات الدولية - أوراق العمل - بعض أسئلة الكتاب - وكتابة موضوعات تعبير أو تلخيص - قصة

Assessments

الاجتبار 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

- منصة ألف- المدرسة الإماراتية



Arabic B



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 untired, closed book context through the use of extract-based questions. We wish for your proactive involvement and eagerness to upgrade your Arabic language skills.

- *Ali Eggat, Curriculum Leader - Arabic & Social Studies A*

Curriculum

Ministerial curriculum

Autumn

- التعايش والتسامح
- الانفعالات

Spring

- الطعام والشراب
- الأماكن السياحية بدبي
- في بيتي

Summer

- الإنسالة جورج
- القرية العالمية
- الزراعة العضوية

Homework

Work sheets (including all skills)

Assessments

Base line - Mid Term - Final Exam

Recommended Reading List

تجمعنا العربية -- منصة أرا بتس - أحب 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, 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. For Arab students' MOE curriculum is in Arabic Language and for Non-Arab students' curriculum is in English language with the same content.

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. This curriculum seeks to formulate an Islamic personality: with mental understanding, sentimental sense, and behavioral belief of "the principles of Islam", as it must be aware of the historical movement represented in the experience of the Muslim in time and place.

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



Global Perspective

My name is Mukta Nair and I'm thrilled to be your MoE teacher this year. As a Head of MoE. I am excited to embark the learning journey with all of you. Throughout my teaching career, I have had the opportunity to work with diverse groups of students and I strongly believe in creating an inclusive and supportive learning environment where every student can thrive.

In this class ,we will explore the fascinating world of Arab world and delve into its core concerns and apply them to real life situations. I am a firm believer in interactive and engaging teaching methods that encourage critical thinking, collaboration and creativity .

In WSR we aim to meet the needs of all children in its care by personalizing learning and providing outstanding care and provision; we aim for all our children to receive high quality teaching and become independent learners.

I look forward to working together with you as partners in your child's growth and development!!

- Mukta Nair, Curriculum Leader MoE subjects



Curriculum

National

Topics / Skills Coverage

Autumn

- A. DEMOGRAPHIC CHANGE
- B. EDUCATION FOR ALL
- C. EMPLOYMENT
- D. FUEL AND ENERGY
- E. GLOBALISATION
- F. LAW AND CRIMINALITY
- A. MIGRATION
- B. TRANSPORT SYSTEMS
- C. BELIEF SYSTEMS
- D. BIODIVERSITY AND ECOSYSTEM LOSS

Skills:

Design and carry out research into current global issues, their causes, consequences and possible course(s) of action.

Use evidence to support claims, arguments and perspectives.

Identify and analyze issues, arguments and perspectives.

Spring

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Skills:

Analyze and evaluate the evidence and reasoning used to support claims, arguments and perspectives.

Analyze and evaluate sources and/or processes to support research, arguments, perspectives and an outcome.

Summer

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

Skills:

Analyze and evaluate the evidence and reasoning used to support claims, arguments and perspectives.

Analyze and evaluate sources and/or processes to support research, arguments, perspectives and an outcome.

Develop a line of reasoning to support an argument, a perspective, course(s) of action or outcome.

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

For the Cambridge IGCSE in global perspectives, candidates take three compulsory components: Individual Research, a Group Project and a Written Paper.

- Diagnostic Assessment – Baseline Test
- Formative Assessment – this is used to check the progress of students.
- FOTs – this is done to determine the progress of the students every two weeks period.
- Portfolio Assessment – this is used to gather the progress of students.

Recommended Reading List

- § www.bbc.co.uk BBC news
- § www.cafod.org.uk CAFOD
- § www.cbd.int Convention on Biological Diversity
- § www.cia.gov/library/publications/the-world-factbook/index.html Information about countries world-wide.
- § www.cites.org CITES Convention on International Trade in Endangered Species of Wild Fauna and Flora
- § www.cnn.com/US news channel
- § www.conservation.org Conservation International
- § www.epa.gov USA Environmental Protection Agency
- § www.foei.org Friends of the Earth
- § www.fsc.org Forestry Stewardship Council
- § www.gapminder.org Data and maps on a range of global issues
- § www.geographypages.co.uk Provides links to many websites comparing countries
- § www.globaleducation.edu.au/redirection.html Global education website
- § www.greenpeace.org/international Greenpeace
- § www.icrc.org International Red Cross and Red Crescent
- § www.ipcc.ch/The Intergovernmental Panel on Climate Change
- § www.iucn.org World Conservation Union
- § www.makepovertyhistory.org/takeaction/ Make Poverty History campaign
- § www.newint.org/ New Internationalist
- § <http://uk.oneworld.net/guides> Guides to global issues, including conflict and peace
- § www.oxfam.org.uk Oxfam

UAE Social Studies A



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- Ali Eggat, Curriculum Leader - Arabic & 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 المتابعة على منصة ألف

Assessments

الكتب المدرسية - أوراق العمل - المسح التشخيصي - التقييم المستمر

Recommended Reading List

كتب تراثية
كتب عن الشيخ زايد

Web Resources:

منصة الف الاللكترونية
موقع وزارة التربية والتعليم
المنتدى التربوي

UAE Social Studies B

Dear Parents and Students,

We as a department work with true passion with our young learners!! Helping each child progress in all areas of their development—academic and social—is a challenge that we are honored to accept daily. We strive to create a community of learners that nurtures this growth in a positive, fun environment.

In WSR we aim to meet the needs of all children in its care by personalizing learning and providing outstanding care and provision; we aim for all our children to receive high quality teaching and become independent learners. WSR views Moral, Social and Cultural Studies as a crucial part of UAE education that teaches students how to be well informed, critically thinking citizens of their world. We also allow our students to apply their perspective in their future career, a Global perspective which can help our students with daily interactions with others as well. This would make them a better listeners, more accepting, more understanding, and help strengthen our connections to another across the planet and here at home.

I look forward to working together with you as partners in your child's growth and development!!



- Curriculum Leader MCE subjects - Mukta Nair



Curriculum

United Arab Emirates Ministry of Education_ Grade 8

Topics / Skills Coverage

Autumn

1. Land and Resources of Africa
2. Ancient African Civilizations
3. Traditional African Art
4. West African Islamic Civilizations
5. Mid-term Review
6. African from colonialism to Independence
7. Modern Kenya
8. African Resources and Economy

Evaluation, description, comprehensive and research

Skills:

- Evaluation, description, comprehensive and research skills
- Assessment: MCQ and short answers.

Spring

- The Land and physical Geography of North America
- 2 River, Seaways and Canal Transportation
- 3. Indigeneous people of North America
- 4. Colonial North America
- 5. Mid term Review.

American Civil war and Reconstruction

- 7. Modern Canada
- 8. South America
- 9. Present your city project
- 10 Final Review
- 11. National Heritage Research Project

Skills:

- Critical reasoning, Analytical, Locational knowledge, Recognise landmarks .
- Assessment: MCQ and Short answers Q through SAM Learning

Summer

Geography of West Asia

- 2: Geography of North Africa
- 3: The Rise of the Ottoman Empire
- 4: Suleyman I and Ottoman Istanbul
- 5: Mid-term Review
- 6: The Later Ottoman Empire through
- World War
- 9: Term Project
- 10: Final Review
- 11: Supplemental Lesson on National Heritage

Skills

- Critical reasoning, Analytical, Locational knowledge, Recognise landmarks .
- Assessment: MCQ and Short answers Q through SAM Learning

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

Homework is set weekly for all students. Every other week homework will take the form of an exercise 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 a 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 students Assessment.

Recommended Reading List

Student will study from the text book ([Social Studies GRADE 8](#))

Moral Education

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I look forward to working together with you as partners in your child's growth and development!!

- Curriculum Leader MOE subjects - Mukta Nair



Curriculum

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

Ethics in the Context of Communities

1. Definition of Community

2. The Role of our Communities

3. The Form of our Communities

4. Guaranteeing the Safety of Communities

5. Communities and Social Groups in the UAE

Autumn II

Valuing Diversity

1. Understanding Diversity and Equality

Spring

The Growth of Consultative Governance in The UAE

1. Majlis: The Traditional Means of Consultation

2. Sheikh Zayed and the Beginnings of the Federal National Council

3. The Consultative Governance in the UAE

4. Traditional Elements of the UAE Government

5. Combining the Traditional Concept of Majlis with New Technologies.

Summer

Dealing with Conflicts

1. Internal Conflicts

2. Managing Internal Conflicts

3. External Conflicts

4. Managing External Conflicts

5. Resolving Conflicts

Moral Education in Action

Skills:

Critical reasoning, Analytical, evaluating, comprehensive, Independent learning.

Topics / Skills Coverage

Autumn

2. How Tolerant Are You?
3. Can I See beyond Appearances?
4. Being 'Different' Is not so Bad
5. Celebrating Great Attitudes

Skills:-

To work on the value based skills for personnel development. Critical reasoning, Analytical, evaluating

Assessments:

End of term assessments and class tests

Spring

1. Understanding State and Government
2. Laws
3. Good Governance: Past and Present
4. The Government in the UAE
5. The Importance of Ethics in Government

Skills:-

To work on the value based skills for personnel development. Critical reasoning, Analytical, evaluating

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 9 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.

IGCSE Topics / Skills Coverage

Autumn-1

HEALTH, FITNESS AND TRAINING
Health and well-being
Fitness / The relationship between health and fitness.
Diet and energy sources;
Components of fitness HRF
Test Protocols SRF Test Protocols
Reasons for fitness testing
VO2 max (maximum oxygen uptake) Coursework (Physical Activity) Choice

Spring-1

ANATOMY / PHYSIOLOGY
Skeletal System (Functions, Skeleton
Joint types, structure and function
Movement at joints
Muscles, Fibre Types
Antagonistic Muscle Action
Respiratory: (pathway, alveoli, breathing mechanics
Breathing Volumes and minute ventilation
Circulatory System: Blood Components, Basic Structure
Heart Structure and Function, Cardiac Output
Aerobic and anaerobic respiration, Recovery
Short & Long-term effects of exercise
Biomechanics (Principles of Force, Levers)
Coursework (Physical Activity) Choice 2

Summer-1

Leisure and Recreation
Growth in leisure activities
Sports Development Pyramid
Sponsorship: Types and Advantages/Disadvantages
Media
Global Events
Professional and Amateur Performers
Technology
Factors Affecting Access and participation
Performance enhancing drugs (PEDs)
Disadvantages of PEDs
Blood Doping

Autumn-2

Principles of training (SPORT)
Overload (FITT)
Methods of Training (Continuous, Weight, Fartlek) Application
Methods of Training (Plyometric, Circuit, HIIT) Application
High-altitude training as a specialist training method
Reasons for warming up and cooling down Coursework 1 Assessment

Spring-2

Skill acquisition and psychology
Skill and ability
Skilled performance
Skill classification continua
Simple information processing model
The stages of learning
Feedback
Guidance
Goal-setting
Motivation/Arousal
Anxiety
Relaxation Techniques
Personality Types
Coursework 2 Assessment

Summer-2

Sportsmanship/Gamesmanship
Risk
Risk Assessment
Injuries
Coursework Assessments

Homework

This is set weekly for all students.

Online platforms (Google classroom, Google forms,)

Reading materials and videos

Presentation, data analysis, case study and conducting a practical investigation.

Assessments

Analytical

Teamwork and Communication

Evaluating

Gaining coherent knowledge

Comprehensive using terminology

Ordering and sequencing

Identifying

Describing

Explaining

Making links and comparisons

Enquiry

Deploying

Selecting

Creative research

Recomended Reading List

www.atss.org.uk

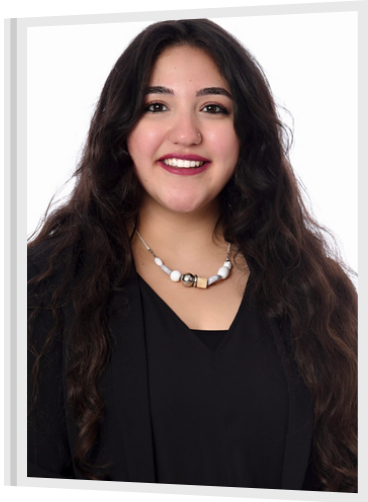
BBC www.bbc.co.uk

The Daily Telegraph www.telegraph.co.uk

The Guardian www.guardian.co.uk

The Observer www.guardian.co.uk

French



"Learning another language is not only learning different words for the same things but learning another way to think about things."

Dear students welcome to the French department! My name is Ms. Nourhane and I am passionate about languages, cultures, and civilisations. That's why I learned to speak 4 languages, so I can communicate with people from different backgrounds, and cultures.

In today's world, speaking one foreign language is not enough. Learning another language enriches the mind and opens up new horizons, both personal and professional. In the French department, we are focusing on developing the ability to use the language effectively for purposes of practical communication, offering insights into the culture and civilisation of the countries where the language is spoken, providing enjoyment and intellectual stimulation, and complementing other areas of study by encouraging skills of a more general application.

We looking forward to starting this French adventure with you!

- Nourhane Ausman, Curriculum Leader - French.

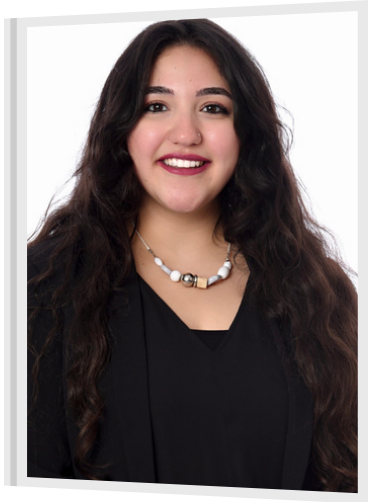
Curriculum

The French department, in keeping with the whole school ethos of embracing higher-performance learning, aims to create and develop enthusiastic and independent learners. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

Our curriculum aims to enable students to develop:

- Understanding and use of written forms of the French language, in a range of familiar and practical contexts, and for a variety of purposes
- Understanding and use of the spoken forms of French, in a range of familiar and practical contexts, and for a variety of purposes
- The ability to communicate effectively in French through the written word, using a range of vocabulary and structures
- The ability to communicate effectively in the French language through speaking, using a range of vocabulary and structures
- A knowledge and understanding of the French language grammar and its practical application
- A knowledge and understanding of countries and communities where the French language is spoken
- Positive attitudes towards modern foreign language learning
- A suitable foundation for further study of French, or another language.

French



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Topics / Skills Coverage

Autumn

2: Self, family and friends- at home and abroad
2E- Holidays
2F- Tourist information and directions
3: The world around us
3A- Life in the town and rural life
3B - Shopping and money matters
3C- Public services

Spring

3D- Environmental issues
3E- Weather and climate
3F- Everyday life in a French-speaking country
3G- Customs and festivals
3H- Travel and Transport
4: Life from infancy to adulthood
4A- Childhood

Summer

4B- School rules and pressure
4C- School trips, events, exchanges
4D- The importance of sport
4E- Accidents and injuries
4F- The world of work
4G- Future plans

Homework

Homework is set weekly for all students. Every week 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

The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course-learning objectives. Students have regular topic based assessments throughout the year and summative assessment at the end of the year to monitor attainment and progress.



External Assessments - CAT4

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. This is conducted in the beginning of the year.

CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

Progress tests

Measuring attainment in English, maths and science, these assessments can be used at the end of the year to measure progress, and then year-on-year. Reports are set against national averages so you can reliably compare your results with those of schools across the country. This helps to

- Assesses pupils' knowledge, understanding and application in the core subjects
- Tracks progress at individual and cohort level
- Indicates possible gaps in learning
- Standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils