

# CURRICULUM BOOKLET

Important information and curriculum overview for parents and students of GRADE 9

## WHAT'S INSIDE

Our Vision for our students

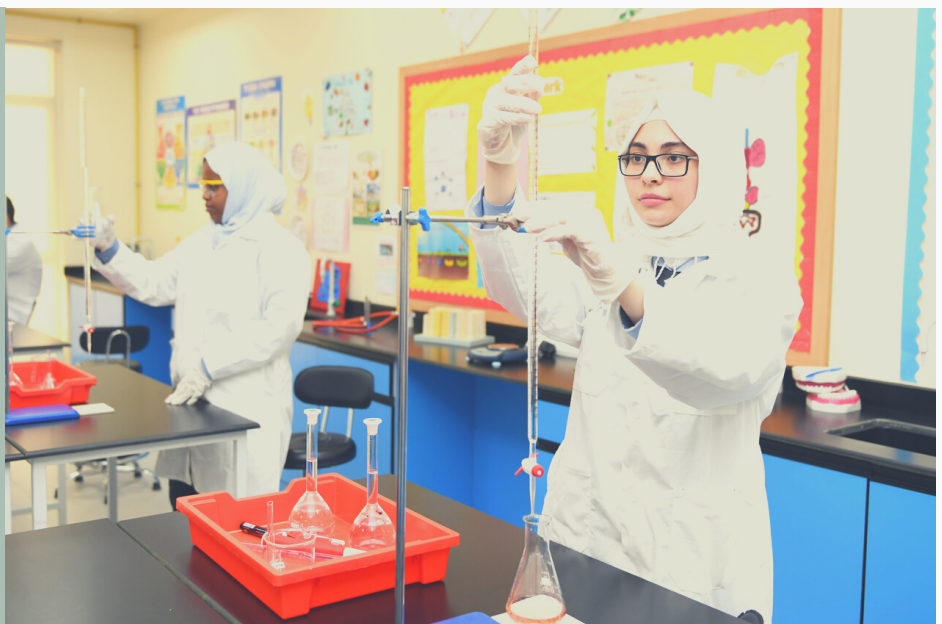
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## Our Vision for our students

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 9, 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.



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" 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"

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## Meet the team

### Form Tutors

Grade 9B1- Ms. Samreen Iqbal - [samreen.i\\_wsr@gemsedu.com](mailto:samreen.i_wsr@gemsedu.com)

Grade 9B2 - Ms. Jasna Anakkottil - [jasna.a\\_wsr@gemsedu.com](mailto:jasna.a_wsr@gemsedu.com)

Grade 9B3- Mr. Kevin Mendoza - [kevin.m\\_wsr@gemsedu.com](mailto:kevin.m_wsr@gemsedu.com)

Grade 9C1 - Ms. Jane Muchui - [jane.m\\_wsr@gemsedu.com](mailto:jane.m_wsr@gemsedu.com)

Grade 9G2 - Ms. Kavitha P G - [kavitha.p\\_wsr@gemsedu.com](mailto:kavitha.p_wsr@gemsedu.com)

Grade 9G3 - Ms. Oshin Dsouza - [oshin.d\\_wsr@gemsedu.com](mailto:oshin.d_wsr@gemsedu.com)

### Pastoral Leaders

Ms. Marwa Khanfar - [marwa.k\\_wsr@gemsedu.com](mailto:marwa.k_wsr@gemsedu.com)

### Director of Learning KS4

Ms.Remya Unnikrishnan - [remya.u\\_wsr@gemsedu.com](mailto: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



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 First Language- Term 1

·Prose – Oxford AQA Short Stories Anthology  
Analyse seven short stories recognising links between themes, ideas, context and writer's methods supporting points with precise analysis, evidence and explanation.

#### English as Second Language- Term 1

·Combination of short stories and poems - analyse ideas, themes, context and writers methods. Poetic devices, imagery poem structure, SPEED Paragraph, PTE style questions

### Spring

#### English as First Language- Term 2

·EFL -Drama – An Inspector Calls and begin the Poetry Anthology – People and Places.  
·Poetry: Analyse poems: Poetry Anthology People and Places.  
Coursework completion.

#### English as Second Language- Term 2

Combination of short stories and poems - analyse ideas, themes, context and writers methods. Poetic devices, imagery poem structure, SPEED Paragraph, PTE style questions

### Summer

#### English as First Language- Term 3

Revision of all units – Prose, Poetry and Drama. Prepare for Literature IGCSE exam.

#### English as Second Language- Term 3

Introduction to language as preparation for mock.  
Persuasive and Argumentative writing, Descriptive writing

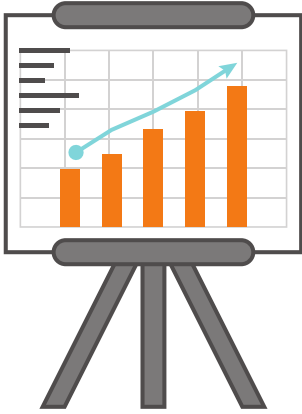
## Homework

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            Achieve 3000
- Actively learn
- Fluency Tutor
- GCSEPod
- SAM learning

# Assessments

Assessment schedule for students will be:



*Maximising potential*

## Recommended Reading List

### **English as a First Language**

- Short Stories Anthology (7 short stories)
- People and Places: Poetry Anthology (14 poems)
- An Inspector Calls - J. B Priestley

### **English as a Second Language**

- Mrs. Vadnie Marlene Sevlon
- Sandpiper
- The Rain Horse
- People and Places: Poetry Anthology
- An Inspector Calls- J.B. Priestley

# 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 4

**Topics:**  
1 Graphs 4  
2 Shape and space 4  
3 Handling data 3

**Skills:**  
- recognise and draw graphs of quadratic functions

### Spring

Spring 1  
Title: Unit 5

**Topics:**  
1 Shape and space 5  
2 Handling data 4  
3 Number 6

**Skills:**  
- translate a shape using a vector

### Summer

Summer 1  
Title: Unit 7

**Topics:**  
1 Sets 2  
2 Number 7  
3 Algebra 7  
4 Graphs 6  
5 Shape and space 7

## Autumn

- interpret quadratic graphs relating to real life situations
- - use graphs to solve quadratic equations
- - use the trigonometric ratios to find a length and an angle in a right-angled triangle
- - use angles of elevation and depression
- - use the trigonometric ratios to solve problems
- - find the interquartile range of discrete data
- - draw and interpret cumulative frequency tables and diagrams
- - estimate the median and inter-quartile range from a cumulative frequency diagram

Autumn 2  
Title: Unit 5

Topics:  
1 Number 5  
2 Algebra 5  
3 Graphs 5

Skills:  
- use a calculator  
- estimate an answer  
- identify the upper and lower bound of a number given specific accuracy  
- solve problems using upper and lower bounds  
- expand the product of two or more linear expressions

## Spring

- describe a translation
- reflect a shape in a mirror line
- describe a reflection
- rotate a shape about a centre of rotation
- describe a rotation
- enlarge a shape about a centre of enlargement
- describe an enlargement
- carry out and describe combinations of transformations
- use a sample space diagram to record all possible outcomes
- find the probability of mutually exclusive outcomes and events
- find the probability of an event not happening
- estimate probabilities from experimental data
- find the expected number of outcomes
- recognise and use direct proportion
- recognise and use inverse proportion
- simplify expressions involving negative and fractional indices
  - Direct and inverse proportion
  - Fractional and negative indices
  - Inverse proportion – linear and non-linear
- SEQUENCES
  - Arithmetic Sequences
  - Sum of an arithmetic series

## Summer

- SSkills:
- use Venn diagrams to represent three sets
  - solve problems involving sets
  - use set-builder notation
  - convert recurring decimals to fractions
  - solve more difficult quadratic equations by factorisation
  - complete the square for a quadratic expression
  - solve quadratic equations by completing the square
  - solve quadratic equations by using the quadratic formula
  - solve problems involving quadratic equations
  - solve quadratic inequalities
  - recognise and draw graphs of cubic functions
  - recognise and draw graphs of reciprocal functions
  - calculate the area and circumference of a circle
  - calculate the area and perimeter of semicircles and quarter circles
  - calculate arc length, angles and areas of sectors of circles
  - calculate the volume and surface area of a prism, pyramid, cone and sphere
  - solve problems involving the areas and volumes of similar shapes

## Autumn

- solve quadratic equations by factorising
- factorise more difficult quadratic expressions
- solve problems involving quadratic equations
- represent inequalities on graphs
- interpret graphs of inequalities
- find the equations of perpendicular lines
- find the coordinates of the mid-point of a line
- find the length of a line

## Spring

- SHAPE AND SPACE
  - 6 Circle theorems
  - 2 Alternate segment theorem
  - Intersecting chords theorems

Spring 2  
Title: Unit 6

Topics:  
1 Algebra 6  
2 Sequences  
3 Shape and space 6

- Skills:
- write and use formulae to solve problems involving direct proportion
  - write and use formulae to solve problems involving inverse proportion
  - use index notation involving fractional, negative and zero powers
  - find a general formula for the n-th term of an arithmetic sequence
  - determine whether a particular number is a term of a given arithmetic sequence
  - find the sum of an arithmetic series
  - understand and use the alternate segment theorem
  - understand and use the internal and intersecting chord properties
  - solve angle problems using circle theorems

## Summer

Summer 2

Revision.



## Homework

Students will experience a range of homework activities guided by the Subject Leader which may include, for example, personal investigations, research projects, preparation for presentations or specific learning tasks. 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 and 2.

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

Useful websites:

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

[www.examsolutions.net](http://www.examsolutions.net)

[www.savemyexams.com](http://www.savemyexams.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 9 students will study Pearson EDEXCEL 9-1 iGCSE Biology, a three-year course, which they began in September 2021, culminating in external examinations in May/June 2024. 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: 2- Animal Physiology**

- 6. Coordination
- 7. Chemical Coordination

**Topic: 3 - Plant Physiology**

- 12. Chemical Coordination in Plants

**Topic: 2- Animal Physiology**

- 5. Blood and Circulation

### Spring

**Topic: 5 - Variation and Selection**

- 16. Chromosomes, Genes and DNA
- 17. Cell Division
- 18. Genes and Inheritance
- 19. Natural Selection and Evolution
- 20. Selective Breeding

### Summer

**Topic: 6 - Microorganisms and Genetic Modification**

- 21. Using Microorganisms
- 22. Genetic Modifications

**Topic: 3 - Plant Physiology**

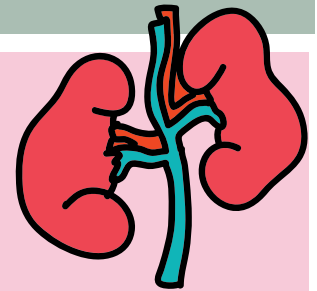
- 13. Reproduction in Plants

**Topic: 2- Animal Physiology**

- 9. Reproduction in Humans

## 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

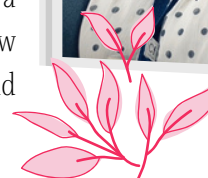
Student success in Biology can be amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including:

- **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.

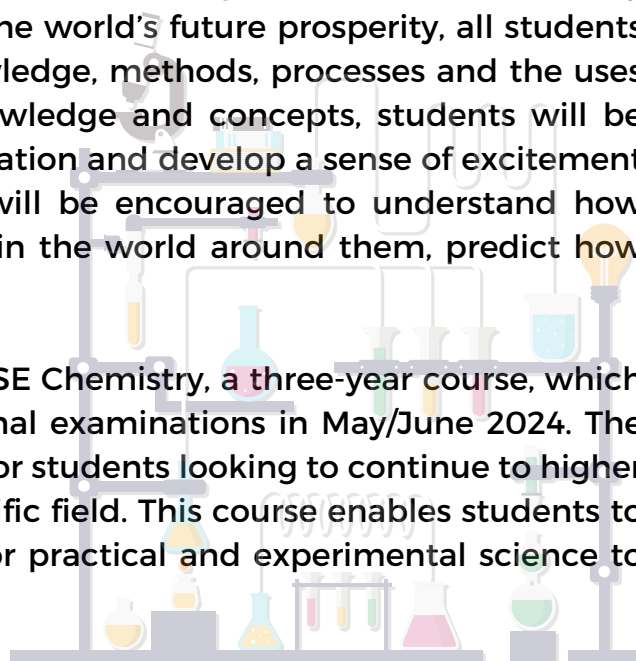


*Hadir Ashraf - Curriculum Leader - Chemistry*

## 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 9 students will study Pearson EDEXCEL 9-1 iGCSE Chemistry, a three-year course, which they began in September 2021, culminating in external examinations in May/June 2024. 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: 2 - Inorganic Chemistry

- 16. Acids, Alkalis and Titrations
- 17. Acids, Bases and Salt Preparations
- 18. Chemical Tests

#### Topic: 3 - Physical Chemistry

- 19. Energetics

### Spring

#### Topic: 3 - Physical Chemistry

- 20. Rates of Reaction
- 21. Reversible Reactions and Equilibria

#### Topic: 4 - Organic Chemistry

- 22. Introduction to Organic Chemistry
- 23. Crude oil

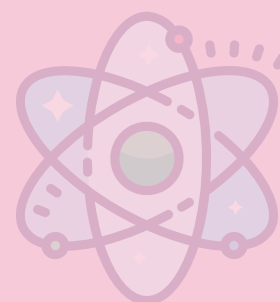
### Summer

#### Topic: 4 - Organic Chemistry

- 24. Alkanes
- 25. Alkenes
- 29. Synthetic Polymers

## 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 chemistry 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

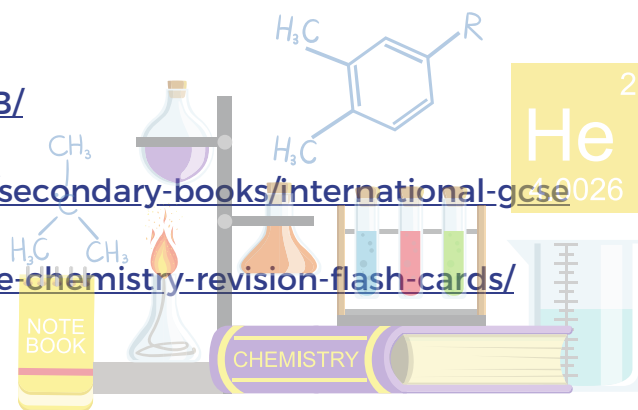
- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Progress Checks – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised 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/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/>
- CGP Revision Guides: <https://www.cgpbooks.co.uk/secondary-books/international-gcse>
- 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.



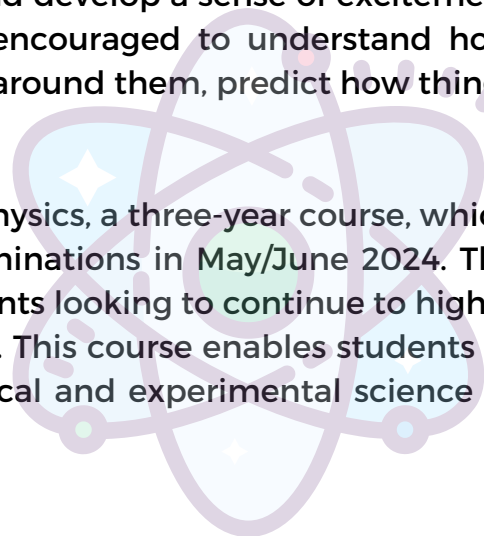
*- Alfonso Inocencia, Curriculum Leader - Physics*



## 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 9 students will study Pearson EDEXCEL 9-1 iGCSE Physics, a three-year course, which they began in September 2021, culminating in external examinations in May/June 2024. 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: 2 - Electricity

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

#### Topic: 8 - Astrophysics

- 26. Motion in the Universe
- 27. Stellar Evolution

### Spring

#### Topic: 6 - Magnetism and Electromagnetism

- 20. Magnetism and Electromagnetism
- 21. Electric Motors and Electromagnetic Induction

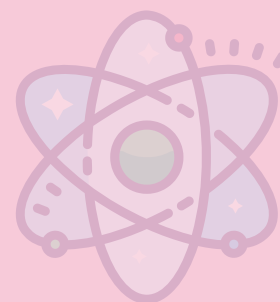
### Summer

#### Topic: 7 - Radioactivity and Particles

- 22. Atoms and Radioactivity
- 23. Radiation and Half-life
- 24. Applications of Radioactivity
- 25. Fission and Fusion

## 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
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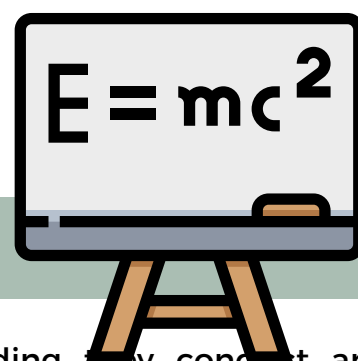


## Homework

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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.
- **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

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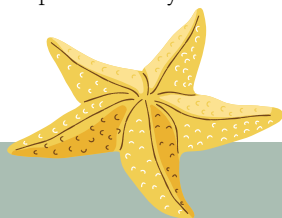
- **BBC Bitesize:** <https://www.bbc.co.uk/bitesize/examspecs/zqpshv4>
- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-physics-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/physics-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
- **CGP Revision Guides:** <https://www.cgpbooks.co.uk/secondary-books/international-gcse>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-physics-revision-flash-cards/>
- **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

- INTERNATIONAL TRADE AND EXCHANGE RATES
- GOVERNMENT OBJECTIVES AND POLICIES
- EXTERNAL FACTORS
- RECRUITMENT AND SELECTION
- LEGAL CONTROLS OVER EMPLOYMENT
- TRAINING

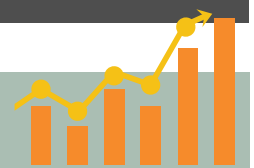
### Spring

- THE IMPORTANCE OF MOTIVATION IN THE WORKPLACE
- METHODS OF MOTIVATION AT WORK
- ORGANISATION STRUCTURE AND EMPLOYEES
- DEPARTMENTAL FUNCTIONS
- LEAN PRODUCTION

### Summer

- MARKET RESEARCH
- THE IMPORTANCE OF MARKETING
- MARKET SEGMENTATION
- PRODUCT
- PRICE
- PLACE
- PROMOTION

## Homework

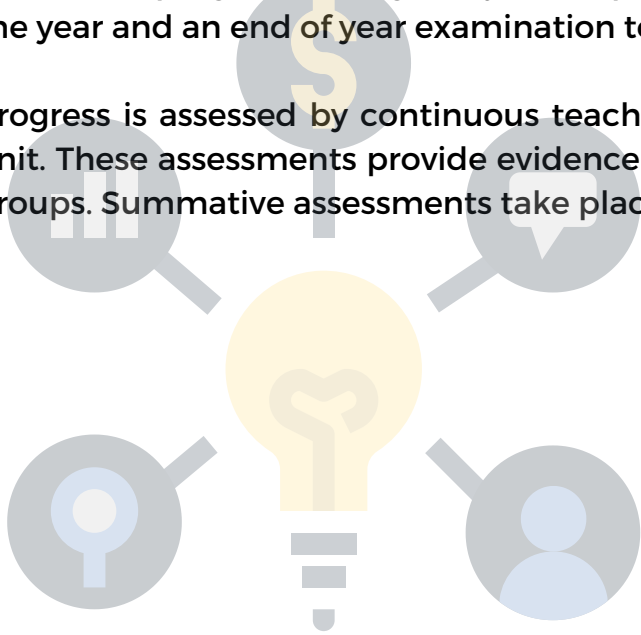


Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions,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

- Chapter 4: Economic activity and energy
  - Economic sectors and employment
  - Factors affecting the location of economic activities, Changes in sector employment,
  - Informal employment,
  - Population and resources
  - Rising energy demand
  - Renewable versus non-renewable energy, Sustainable energy
- Chapter 6: Urban environment
  - Urban challenges in the developed world-
  - Urban challenges in the developing and emerging world
  - Developments on the urban fringe
  - Making urban living

## Spring

### SECTION B: Geographical Enquiry

- Chapter: Geographical Enquiry and investigation
  - Primary and secondary source of data in economy activity and energy
  - Field work strategies in sustainable area.
  - Sampling.
  - Field work method .
  - Map Skill.

## Summer

### SECTION A: REVISION 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



## Homework

This is set weekly for all students.

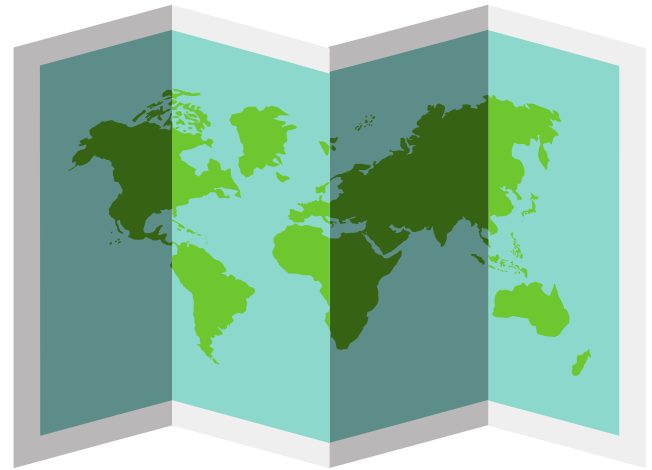
Online platforms (SAM learning, quizz and Google classroom)

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
- <http://igeogers.weebly.com/human-geography>
- <https://www.thegeographeronline.net/>
- Prisoners of Geography—Tim Marshall - <https://www.amazon.co.uk/Prisoners-Geography-Everything-Global-Politics/dp/1783961414>
- India BBC news - <https://www.bbc.co.uk/news/world/asia/india>
- Around the word in 80 days - Michael Palin - <https://www.themichaelpalin.com/shop/dvds/tv-series-dvd/aroundthe-world-in-80-days/>



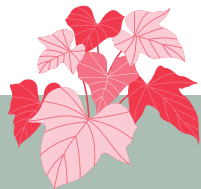


# Sociology



Studying sociology should be an important component of your college education, regardless of major, for two reasons: Sociology will enable you to gain a better understanding of the social forces that shape your own life, so that you will be better poised to deal with them. Sociology helps students develop a sociological imagination, which is the ability to see the connection between individual experiences and larger social structures. It enables students to understand how society shapes individuals and how individuals, in turn, shape society.

*- Reshma Ravindran, Curriculum Leader - Humanities.*



## Curriculum

**Critical Thinking and Analytical Skills:** Sociology cultivates critical thinking skills by encouraging students to question assumptions, challenge common beliefs, and analyze social issues from multiple perspectives. It enhances their ability to think critically,

## Topics / Skills Coverage

### Autumn

#### SECTION A:

Family  
Education

### Spring

#### SECTION B:

Crime and deviance

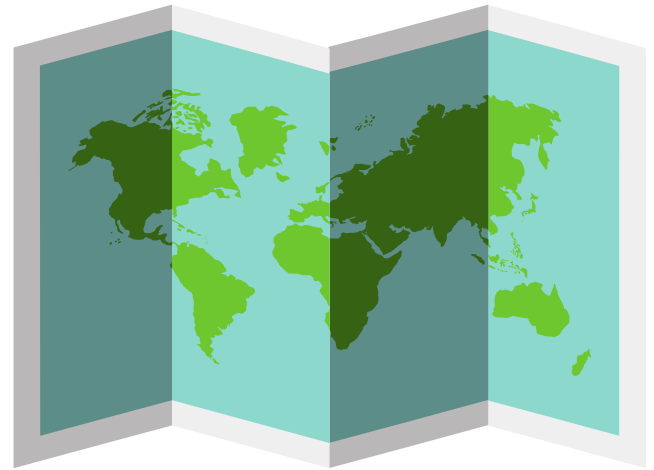
### Summer

#### SECTION C:

Media  
Revision section A

# 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)



# Recommended Reading List

- **Student text book**
- <https://www.cambridge.org/gb/education/subject/social-sciences/sociology>
- [cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/published-resources/](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/published-resources/)



# ICT

"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."

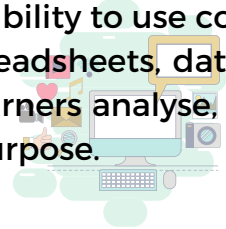


- *Remya Unnikrishnan, Curriculum Leader- CS*



## Curriculum

The syllabus combines theoretical and practical studies focusing on 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 18 - Web Authoring  
Chapter 8 - Online Communities  
Chapter 9 - Implications of Digital Technologies  
Chapter 10- Online Information  
Chapter 19 -Spreadsheets

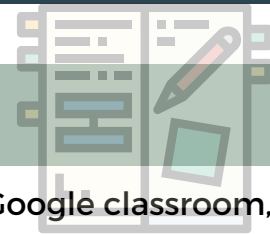
### Spring

Chapter 19 - Spreadsheets  
Chapter 11 - Online Services.  
Chapter 12 - The Cloud

### Summer

Revision and Mock Preparation

## 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](http://www.gcsepod.com)



# 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

استخدام المنهج الوزاري

## Topics / Skills Coverage

### Autumn

حديث شريف (لا تغضب)-  
شعر (غدوتك مولودًا) أمية بن أبي-  
الصلت  
شعر(في مكارم الأخلاق)المقنع الكندي-  
سيرة ذاتية(تعلمت من أوقات-  
الفراغ)عباس محمود العقاد  
عمود صحفي(العرب تسببوا في غياب-  
شمسهم)فاطمة المزروعي  
نص معلوماتي(رؤية مستقبلية للقطاع-  
السياحي)  
كتابة:سيرة ذاتية-  
النحو:1-الميزان الصرفي-  
اسم الفاعل-2  
اسم المفعول-3  
البلاغة-  
التشبيه البليغ

### Spring

قرن كريم(الوصية في القرآن الكريم)-  
شعر(الناس والزمان)أبو الطيب-  
المتنبي  
شعر(لن أبكي)فدوى طوقان-  
عمود صحفي(السعادة لا تضل-  
طريقها)ناصر الظاهري  
الكتابة:الشخصية القيادية الناجحة-  
النحو-  
الأفعال التي تنصب مفعولين أصلهما1-  
مبتدأ وخبر  
الأفعال التي تنصب مفعولين ليس-2  
أصلهما مبتدأ وخبر  
التوكيد-3  
البلاغة-  
الاستعارة

### Summer

شعر(ذكرى جدتي)جمال بن حويرب-  
قصة قصيرة:قصة العم خشبة. مريم-  
الساعدي  
مقال(في حياة طفلة)جميلة البشري-  
الكتابة:القراءة مفتاح الكون-  
النحو-  
الممنوع من الصرف-1  
العدد:تذكيره وتأنيثه-2

## Homework

التقييمات الإلكترونية - منصة ألف - استخدام أوراق العمل

## Assessments

تقيم من خلال أوراق العمل واختبار نهاية الفصل الدراسي (الأول والثاني . والثالث)، وتقييم مستمر عن القراءة والكتابة والإملاء

## Recommended Reading List



الموجز في قواعد اللغة العربية

كتب المناهج الوزارية

المقتبس من الأدب العربي

مكتبة الكتب (مواقع الانترنت)

**قواعد اللغة العربية المبسطة الطبعة الثالثة تأليف عبد اللطيف السعيد**



# 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

## Topics / Skills Coverage

### Autumn

بيئتي - البيئة من حولي

### Spring

### Summer

أحداث محلية وعالمية

## Homework

Work sheets (including all skills)

## Assessments

Base line - Mid Term - Final Exam

## Recommended Reading List

كتاب العربية لغتي / كتاب التكلم

Recommended Web Resources:

[www.at-takallum-eg.com](http://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. (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 Al Hujurat
- Seven grave sins

#### Writing, Application & Research

- Alms-giving in Islam
- Exchanging Advice in Islam
- The Forgiving & The Just

### Spring

#### Reading, Listening & Memorization

- Divine Revelation
  - Surah Al Hujurat
- Justice in Islam

#### Writing, Application & Research

- Al-Hajj Pilgrimage
- The Farewell Pilgrimage
- Halal & Haram foods & Drinks
- Imam Muslim R.A

### Summer

#### Reading, Listening & Memorization

- Divine Revelation
  - Surah Al Waq'iah
- Bearing good news & warnings

#### Writing, Application & Research

- Social Laws in the Holy Qur'an
- Say-No to Suicide
- A Muslim's right on his Brother
- Blind Imitation

## 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](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

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!!



*- Mukta Nair, Curriculum Leader - MCE Subjects*

## Curriculum

### National

## Topics / Skills Coverage

### Autumn

- • Belief systems
- • Biodiversity and ecosystem loss
- • Changing communities
- • Digital world
- • Family
- • Humans and other species
- • Sustainable living
- • Trade and aid
  
- **SKILLS:**
- ü Design and carry out research into current global issues, their causes, consequences and possible course(s) of action.

### Spring

- **A. DEMOGRAPHIC CHANGE :** 1. role of a parent. 2. care for the elderly. 3. population changes linked to birth and death rates .
- **B. EDUCATION FOR ALL :** 1. purpose and benefits of education. 2. self-awareness about personal educational aspirations and goals.
  
- **SKILLS:**
- ü Analyze and evaluate the evidence and reasoning used to support claims, arguments and perspectives.

### 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:**

Personal Care, Managing Risk, Recognizing distorted thinking, Critical Thinking, Problem solving, Independent Learning, Language Acquisition.

## Topics / Skills Coverage

### Autumn

- Use evidence to support claims, arguments and perspectives.
- Identify and analyze issues, arguments and perspectives.
- HOMEWORK:
  - Set for Weekly/Fortnightly
  - Presentations, Project works and Research (Individual and Group)
- ASSESSMENT
  - 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.

### Spring

- Analyze and evaluate sources and/or processes to support research, arguments, perspectives and an outcome.
- HOMEWORK:
  - Set for Weekly/Fortnightly
  - Presentations, Project works and Research (Individual and Group)
- ASSESSMENT
  - 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.

### Summer

- 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:
  - Set for Weekly/Fortnightly
  - Presentations, Project works and Research (Individual and Group)
- ASSESSMENT
  - 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.

## Assessments

- 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.

## Resources

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

## Resources

- <http://stats.oecd.org/oecdfactbook/> Interactive mapping and statistical information
- [www.un.org](http://www.un.org) UN main website
- [www.undp.org](http://www.undp.org) UN Development Program
- [www.unfoundation.org/](http://www.unfoundation.org/) UN Foundation
- [www.unicef.org/index.php](http://www.unicef.org/index.php) Information on countries
- [www.un.org/en/globalissues/index.shtml](http://www.un.org/en/globalissues/index.shtml)
- [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/) UN Millennium Development Goals
- [www.worldbank.org](http://www.worldbank.org) The World Bank
- [www.who.int](http://www.who.int) World Health Organization
- [www.worldwildlife.org](http://www.worldwildlife.org) World Wildlife Fund

# UAE Social Studies 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

الكتاب المدرسي

## Topics / Skills Coverage

### Autumn

الدرس الأول  
موقع الوطن العربي وأهميته  
:- الدرس الثاني  
تضاريس الوطن العربي  
:- الدرس الثالث  
مناخ الوطن العربي

### Spring

الدرس الأول  
سكان الوطن العربي  
الدرس الثاني  
قضايا سكانية معاصرة  
قضايا سكانية معاصرة  
:- الدرس الثالث  
خليجنا عربي

### Summer

:- الدرس الأول  
إدارة الموارد والانشطة الاقتصادية  
:- الدرس الثاني  
الطاقة في الوطن العربي  
الدرس الثالث  
الدخل والضرائب

## Homework

اوراق العمل - التطبيقات متابعة منصة ألف

## Assessments

الكتاب المدرسي - اوراق العمل - التقييم المستمر

## Recommended Reading List

كتب عن الشيخ زايد - كتب عن التراث الاماراتي

### Web Resources:

- منصة ألف -موقع وزارة التربية والتعليم - منديات تربوية



# UAE Social Studies B

The MSC (Moral Social and Cultural Studies) in Social Studies for Non-Arabs Curriculum focus to deepens learners' understanding of social, political and economic systems; improves their comprehension of movements in local and world history; enables them to analyze the relationships between humans and their natural environment and facilitates the development of a strong appreciation of the importance of relating knowledge of past people, events and civilizations to present and future challenges.

Therefore, a need has been identified to transform the Moral Education and Social Studies curricula into one enhanced and comprehensive curriculum, which: Preserves the rationale, purpose and intended learning outcomes of both curricula, consists of a clearly structured framework, contains a well-planned and progressive scope and sequence of units and ensures comprehensive and efficient coverage of all learning outcomes



*- Mukta Nair, Curriculum Leader - MOE Subjects*

## Curriculum

United Arab Emirates Ministry of Education\_ Grade 9

## Topics / Skills Coverage

### Autumn

- The UAE landscape and Jebel Faya  
2. The Bronze Age and Umm an Nar  
4. The Impact of the Falaj during the Iron Age
- Domestication of Camels and Muweilah  
7. Ancient maritime Trade and Mleiha  
8. Shipbuilding and Trade :Ed- Dur and the Arabian Gulf  
9. Project ( Time Capsule)
- Skills:  
• Critical reasoning, Analytical, evaluating, comprehensive.
- Assessment: MCQ and Short answers

### Spring

- The rise of Islamic Civilization in the land of the UAE  
2. Emergence of Bani Yas an Qawasim and Beginnings of colonial Period  
3. The British maritime system and national identity 1750-1898  
4. The crucial states leading up to nationalization
- Sheikh Zayed and UAE 1970-1966  
7. Early Development of the Nation  
8. The UAE from the 1990s to 2010  
9. Term project
- Skills:  
• Critical reasoning, Analytical, evaluating, comprehensive.
- Assessment: MCQ and Short answers

### Summer

- 1: Transitioning to the Knowledge Economy
  - 2: 21st Century Infrastructure and Smart Initiatives
  - 3: Innovation in Healthcare, Education, and Social Services
  - 4: Sustainability in the Modern UAE
- Civic Responsibilities of Citizens and Residents
- 7: Trends in Local and International Trade
  - 8: Taking the UAE into the Future
  - 9: Term Project
- Skills:  
Critical reasoning, Analytical, evaluating, comprehensive.  
Assessment: MCQ and Short answers

## 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

### [Recommended Reading List](#)

[Student will study from this text book \(Social Studies GRADE 9\)](#)

# Moral Education

The MSC (Moral Social and Cultural Studies) 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. 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, synthesizing and managing information
- Thinking, solving problems and decision making – reasoning, predicting, hypothesizing 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.



*Mukta Nair, Curriculum Leader - MOE Subjects*

## Curriculum

**United Arab Emirates Ministry of Education \_ Grade 9**

**Message from HOF to students about the course exciting to motivate them:**

**Moral Education for Grade 9 is based on the Ministry Curriculum which is focused on some of the important historical events and archaeological sites, this year will enable the students to explore the history of different places and civilizations by readings in the textbooks and research questions.**

## Topics / Skills Coverage

### Autumn

- 1.Global Ethics in the context of Global Issues.
2. International Relations of the UAE.
3. Global Ethical Challenges
4. World Moral Challenges
5. Dealing with Global Ethical Challenges
6. Realising the Value of Money.
7. The Dangers of Wealth and Greed
8. How Wealth Can Be a Force for Good
- 9..The Development of Entrepreneurship Skills
10. Becoming an Entrepreneur

#### Skills:

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

### Spring

- 1 The Importance of Heritage
- 2.Understanding the Emirati Heritage
- 3.Preserving the Cultural and Natural Heritage
- 4.Heritage Tourism
- 5.What Am I Supposed to Do to Keep my Heritage?
- 6.Exploring the UAE Constitution and Understanding the Government System in the UAE.
- 8.The Federal System
- 9.Federal Authorities of the UAE
- 10.Law and Order in the UAE
- 11.Local Governments Across the UAE

#### Skills:

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

### Summer

- 1.Civic Engagement
- 2.The Good Citizen
- 3.The Good Citizens in my country
- 4.Developing my Competencies in Civic Engagement(1)
- 5.Developing my Competencies in Civic Engagement(2)

#### 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, 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.

# 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.s.

#### 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 1 Key skills- Independent learning and logical thinking. Developing reasoning skill and use of critical thinking. Tackle differentiated and extended tasks.

## 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 Key skills- Independent learning and logical thinking. Developing reasoning skill and use of critical thinking. Tackle differentiated and extended tasks.

## 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



## 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](http://www.teachpe.com)

[www.pecentral.org](http://www.pecentral.org)

[www.pelinks4u.org](http://www.pelinks4u.org)

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

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

## 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