

# CURRICULUM BOOKLET

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

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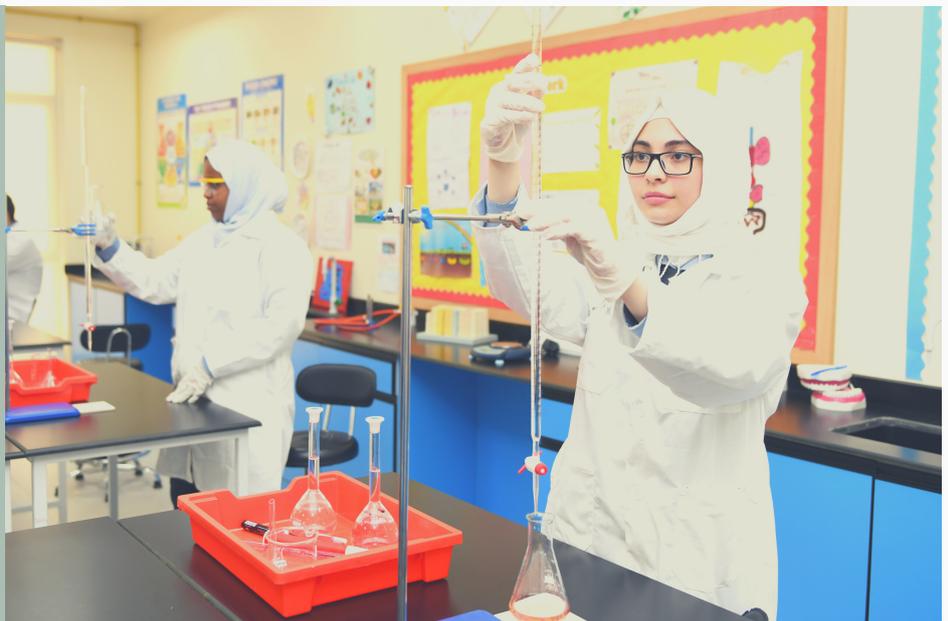
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## Our Vision for our students

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 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.



## Meet the team

### Form Tutors

Ms. Reshma Bhimani - [reshma.b\\_wsr@gemsedu.com](mailto:reshma.b_wsr@gemsedu.com)  
Ms. Laya Chinnu - [layachinnu.g\\_wsr@gemsedu.com](mailto:layachinnu.g_wsr@gemsedu.com)  
Mr. Abdul Jaleel - [abdul.m\\_wsr@gemsedu.com](mailto:abdul.m_wsr@gemsedu.com)  
Ms. Gurpreet Kaur - [gurpreetkour.g\\_wsr@gemsedu.com](mailto:gurpreetkour.g_wsr@gemsedu.com)  
Ms. Reshma Ravindran - [reshma.r\\_wsr@gemsedu.com](mailto:reshma.r_wsr@gemsedu.com)

### Pastoral Leaders

Ms. Renuka Nair - [renuka.n\\_wsr@gemsedu.com](mailto:renuka.n_wsr@gemsedu.com)  
Ms. Dhanya Surendradas - [dhanya.s\\_wsr@gemsedu.com](mailto:dhanya.s_wsr@gemsedu.com)

### Director of Learning KS4

Ms. Rhea Lawrence - [rheamarina.l\\_wsr@gemsedu.com](mailto:rheamarina.l_wsr@gemsedu.com)

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

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

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

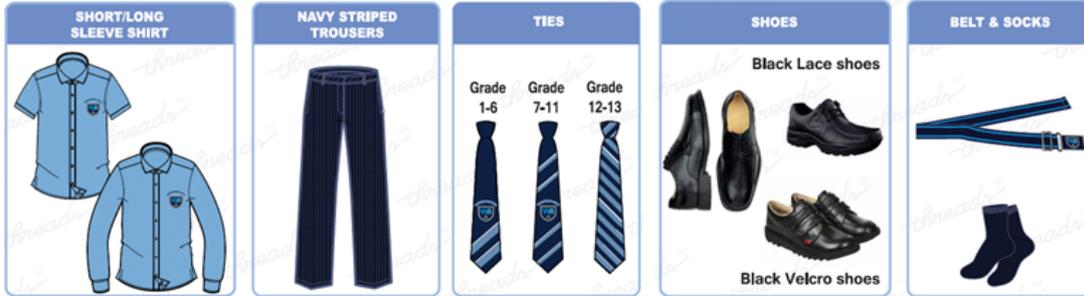
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Rhea Lawrence  
**DIRECTOR OF LEARNING  
KEY STAGE 4**



# Our Uniform Code

## Boys:

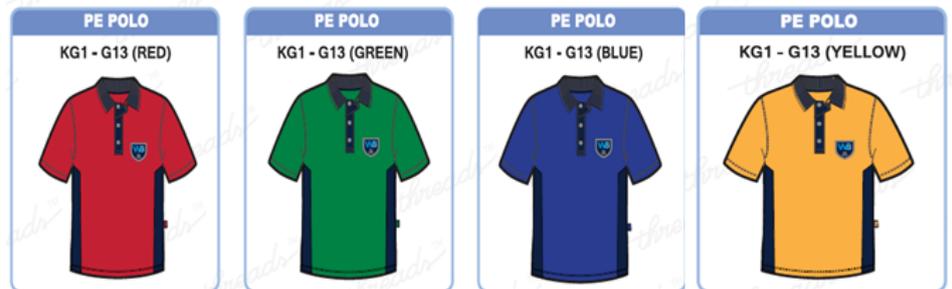


## Girls:



## Regular Uniform

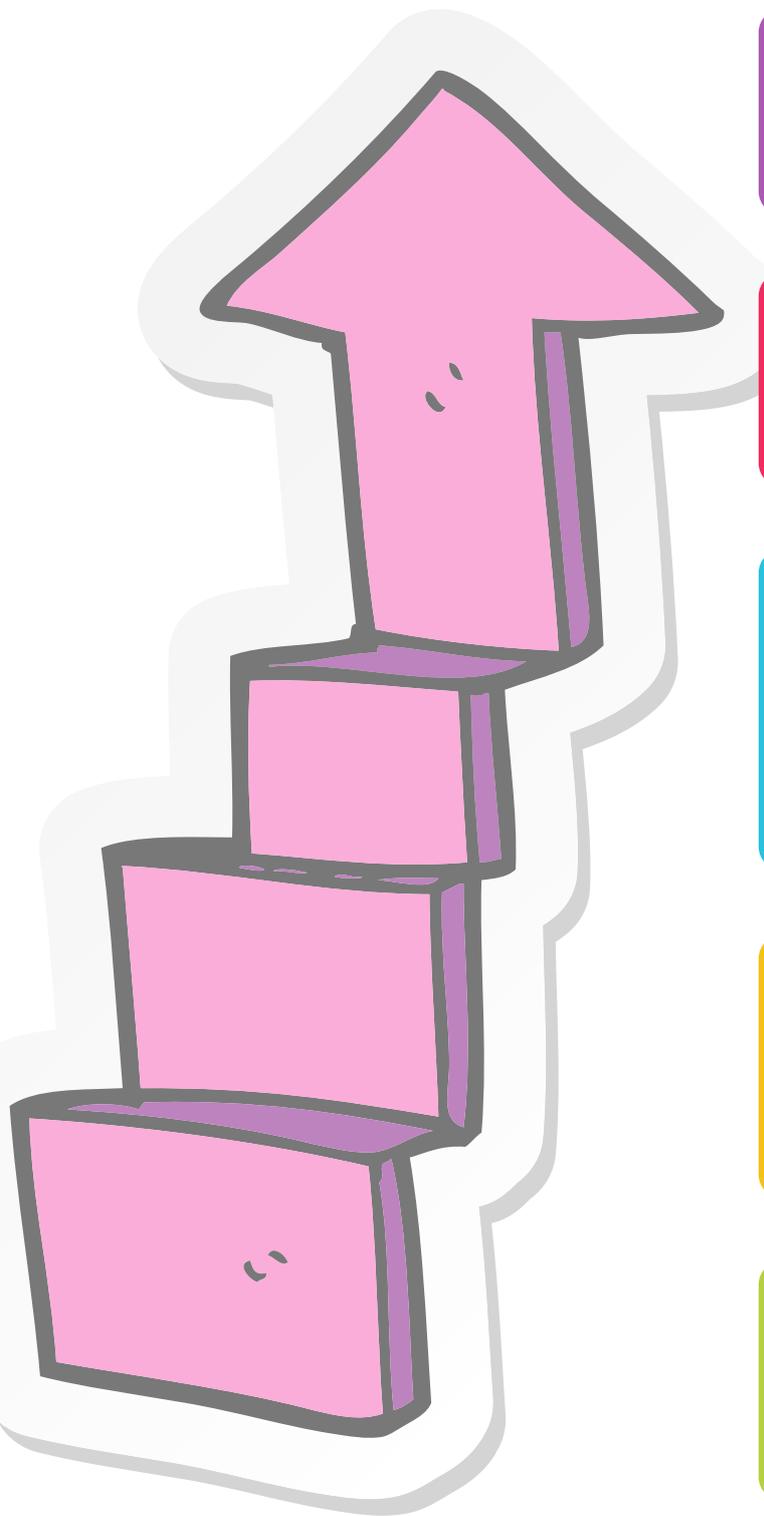
## Boys and Girls:



## P.E Uniform



# Our Rewards System



**PRINCIPAL'S AWARD**  
Chosen by SLT members

**PASTORAL LEADER AWARD**  
Chosen by Departments

**TUTOR GROUP OF THE WEEK**  
Tutor Group with Highest  
Achievement Points

Improvement  
**STUDENT OF THE WEEK**  
Highest Achievement Points  
Difference

Achievement  
**STUDENT OF THE WEEK**  
Highest Achievement Points

# Behaviour Expectations

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

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

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

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

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

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

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

# COVID - 19 RULES

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

## **WARNING:**

Form Tutor / Parent informed  
1 Behaviour Point

## **FINAL WARNING:**

Form Tutor / Parent informed  
3 Behaviour Points

**REMOTE LEARNING  
ONLY**

# English (ESL and EFL)



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

*- Fathima Bathool, Curriculum Leader - English*

## Curriculum

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

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

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

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

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

## Topics / Skills Coverage

### Autumn

#### English as a First Lang

1A:

To Kill a Mockingbird – Reading aligned

1B:

To Kill a Mockingbird-Writing aligned

#### English as a Second Lang

1A:

Death of a Salesman- A play in-depth analysis

1B:

Death of a Salesman- A play - Reading for writing - Letters, blogs and diary.

### Spring

#### English as a First Lang

2A:

Writing section of Language paper

2B:

Language coursework

#### English as a Second Lang

2A:

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

2B:

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

### Summer

#### English as a First Lang

3A:

An Inspector Calls-Reading aligned

3B:

An Inspector Calls-Writing aligned

#### English as a Second Lang

3A:

Reading for writing -Arthur Conan Doyle

3B:

Creative writing -Arthur Conan Doyle

## Homework

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

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

# Assessments

Assessment schedule for students will be:



*Maximising potential*

## Recommended Reading List

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

- To Kill a Mockingbird - Harper Lee
- An Inspector Calls - J. B Priestley

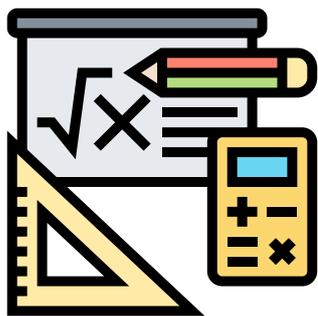
### **English as a Second Language**

- The Sign of the Four - Arthur Conan Doyle
- Death of a Salesman- Arthur Miller

# Mathematics

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

- *Omnia Beshir, Curriculum Leader - Maths*



## Curriculum

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

## Topics / Skills Coverage

### Autumn

#### Autumn 1

- Compound percentages and inverse percentages.
- Using formulae and changing the subject of a formula.
- Quadratic graphs and solving quadratic equation.
- Tangent ratio
- Calculating sides and angles
- Sine and cosine ratios

### Spring

#### Spring 1

- Graphical inequalities.
- Equation of perpendicular lines, midpoints and length of a line.
- Transformations, experimental and theoretical probability.

### Summer

#### Summer 1

- Sets and set builder notation
- Recurring decimals and advanced calculations
- Solve quadratics by completing the square and quadratic formula, solving quadratic inequalities.
- Cubic and reciprocal graphs.

## Autumn

### Autumn 2

- Frequency table for discrete and continuous data, measures of dispersion, quartiles and cumulative frequency.
- Upper and lower bounds.
- Factorising and solving quadratic expressions,

## Spring

### Spring 2

- Direct and inverse proportion
- Fractional and negative indices
- Inverse proportion – linear and non-linear
- SEQUENCES
  - Arithmetic Sequences
  - Sum of an arithmetic series
- SHAPE AND SPACE
  - 6 Circle theorems
  - 2 Alternate segment theorem
  - Intersecting chords theorems

## Summer

### Summer 2

- Shape and space 7
- Area of circle and semicircles
- Area and perimeter of sectors

## Homework

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



## Assessments

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



## Recommended Reading List

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

Students are encouraged to solve exam style questions from past papers using the following useful links at an early stage in grade 9.

<https://www.savemyexams.co.uk/igcse/>

<https://mathsmadeeasy.co.uk/gcse-maths-revision/igcse/>

<https://www.physicsandmathstutor.com/past-papers/gcse-maths/>

<https://www.mathsgenie.co.uk/grade2.html>

# Biology

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

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

*- Emma Fox, Curriculum Leader - Science*



## Curriculum

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

Grade 9 students will continue with their studies of the Pearson EDEXCEL 9-1 iGCSE Biology specification, a three-year course culminating in two examination papers in May/June 2022. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Biology and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

## Topics / Skills Coverage

### Autumn

Topic: 3 - Plant Physiology

- 1.1. Transport in Plants

Topic: 2- Animal Physiology

- 5. Blood and Circulation
- 6. Coordination
- 7. Chemical Coordination

Topic: 3 - Plant Physiology

- 12. Chemical Coordination in plants

### Spring

Topic: 2- Animal Physiology

- 8. Homeostasis and Excretion

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

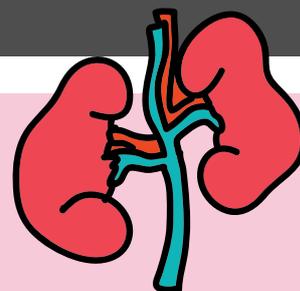
### Summer

Topic: 6 - Microorganisms and Genetic Modification

- 2.1. Using Microorganisms
- 2.2. Genetic Modifications

### Skills:

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



## Homework

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

## Assessments

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



## Recommended Reading List

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

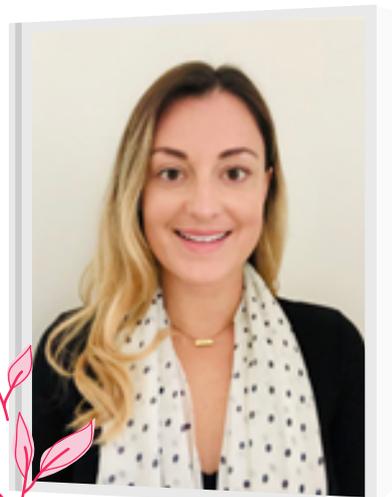
- **BBC Bitesize:** <https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f>
- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-biology-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/biology-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>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

# Chemistry

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

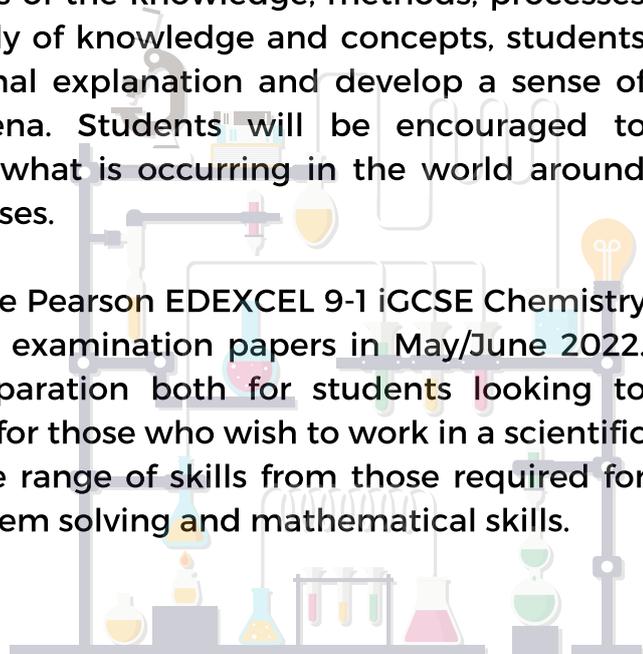
- Emma Fox, Curriculum Leader - Science



## Curriculum

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

Grade 9 students will continue with their studies of the Pearson EDEXCEL 9-1 iGCSE Chemistry specification, a three-year course culminating in two examination papers in May/June 2022. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Chemistry and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



# Topics / Skills Coverage

## Autumn

### Topic: 2 - Inorganic Chemistry

- 11. The Alkali Metals
- 12. The Halogens
- 13. Gases in the atmosphere
- 14. Reactivity Series.

### Topic: 1 - Principles of Chemistry

- 5. Chemical Formulae, Equation and Calculations (Part 1 Continued)
- 6. Chemical Formulae, Equation and Calculations (Part 2)

### Topic: 2 - Inorganic Chemistry

- 15. Extraction and Uses of Metals

## Spring

### Topic: 2 - Inorganic Chemistry

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

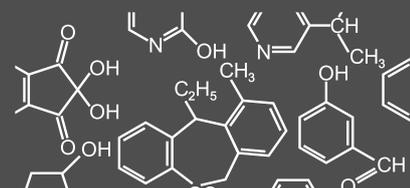
### Topic: 3 - Physical Chemistry

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

## Summer

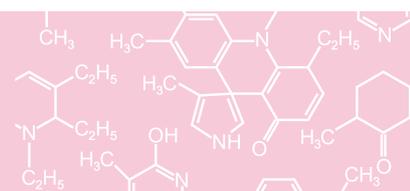
### Topic: 4 - Organic Chemistry

- 22. Introduction to Organic Chemistry
- 23. Crude oil
- 24. Alkanes
- 25. Alkenes
- 26. Alcohols
- 27. Carboxylic Acids
- 28. Esters
- 29. Synthetic Polymers



## Skills:

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



## Homework

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

## Assessments

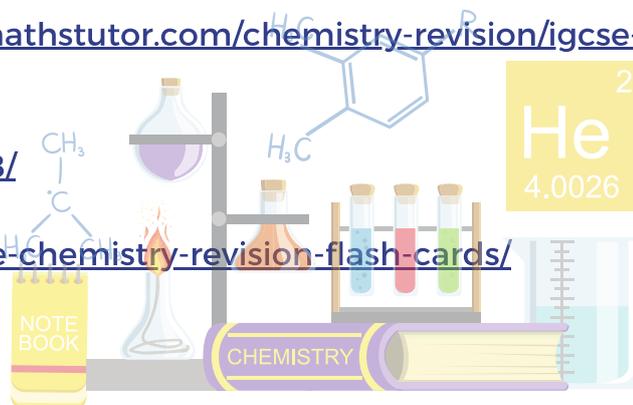
- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Formative Assessment – in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- Summative Assessment –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



## Recommended Reading List

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

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



# Physics

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- Emma Fox, Curriculum Leader - Science



## Curriculum

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## Topics / Skills Coverage

### Autumn

Topic: 5 - Solids, Liquids and Gases

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

Topic: 6 - Magnetism and Electromagnetism

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

### Spring

Topic: 7 - Radioactivity and Particles

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

### Summer

Topic: 8 - Astrophysics

- 26. Motion in the Universe
- 27. Stellar evolution
- 28. Cosmology

### Skills:

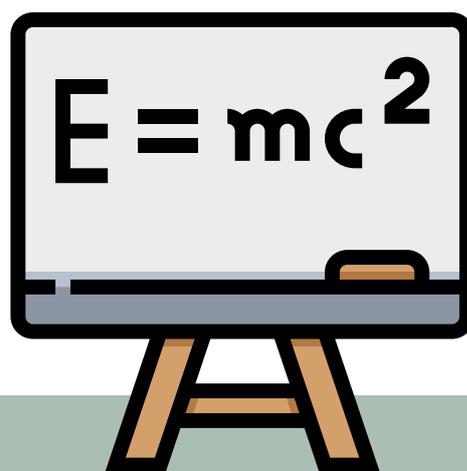
- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent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

## Homework

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

## Assessments

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



## Recommended Reading List

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/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/>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-physics-revision-flash-cards/>
- **GCSE Pod:** <https://www.gcsepod.com/>

# Business Studies



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

We are looking forward to see you next year."

*- Farah Al Hosaini, Curriculum Leader - Enterprise*



## Curriculum

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

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

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

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

## Topics / Skills Coverage

### Autumn

- 11 International trade and exchange rates
- 12 Government objectives and policies
- 13 External factors
- 18 Recruitment and selection -sources of finance
- 20 Training

### Spring

- 21 The importance of motivation in the workplace
- 22 Methods of motivation at work
- 40 Economies and diseconomies of scale

### Summer

- 36 Product place
- 37 Price
- 39 Promotion
- 41 Production and productivity
- 44 Factors of production
- 43 Technology in production

## Homework

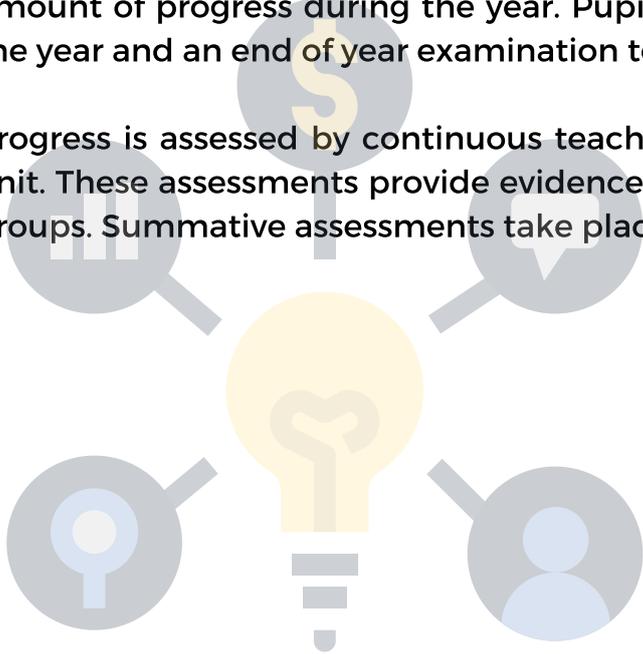


Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation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

## Assessments

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

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



## Recommended Reading List

[www.senecalearning.com](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."

*- Esther Sylvester, Curriculum Leader - Humanities*

## Curriculum

The Curriculum for geography aims to ensure that all pupils:

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

# Topics / Skills Coverage

## Autumn

### SECTION B: Human Environment

- Chapter 4: Economic activity and energy
  - Economic sectors and employment
  - Factors affecting the location of economic activities
  - Changes in sector employment, case study
  - Informal employment, case study.
  - Population and resources
  - Rising energy demand
  - Renewable versus non-renewable energy
  - Sustainable energy
- Chapter: Rural environments
  - Biomes and their global distributions
  - The goods and services of ecosystem.
  - The impacts of ecosystem exploitation

## Spring

### SECTION B: Human Environment

- Chapter 5: Rural environments
  - Characteristics of rural environment.
  - Rural changes in UK Case study
  - Rural changes in China and Kenya: case study.
  - The diversification of farming and farms: Case study.
  - Sustainable rural living.
  - Managing rural challenges
- Chapter 6: Urban environment
  - Urbanisation and its process.
  - Urbanisation and the rise of mega cities.
  - The problems of rapid urbanization
  - The urban land-use pattern

## Summer

### Chapter 6: Urban environment

- Urban challenges in the developed world-Case study
- Urban challenges in the developing and emerging world
- Developments on the urban fringe
- Making urban living more sustainable-Case study
- Managing urban challenge

## Homework

This is set weekly for all students.

Online platforms (SAM learning, quizizz and Google classroom)

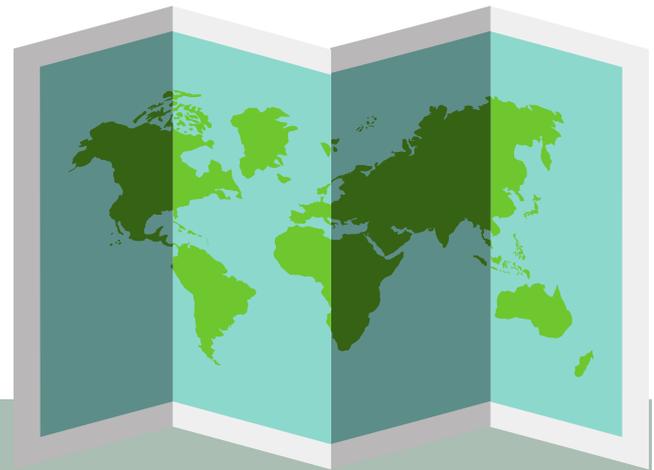
Tasks using grids to recognize patterns and data,

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



# Assessments

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



## Recommended Reading List

- Edexcel International GCSE (9-1) geography. Student Book
- <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 world in 80 days - Michael Palin - <https://www.themichaelpalin.com/shop/dvds/tv-series-dvd/aroundthe-world-in-80-days/>



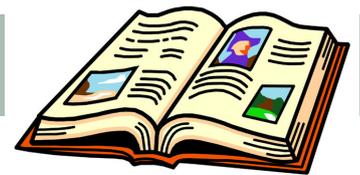
# History



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

*- Esther Sylvester, Curriculum Leader - Humanities*

## Curriculum



Edexcel International

## Topics / Skills Coverage

### Autumn

1. Motives and aims of the Big Three at Versailles.
2. Treaty of Versailles and categorise them into financial, territorial, military.
3. Impact of the peace treaty on Germany up to 1923.
4. Justify Peace treaty of Versailles
5. Structure of the League of Nations and its aims.
6. Analyse the failure of the league of Nations.

### Spring

14. Causes of the Second World War.
15. Germany emerge from defeat at the end of the First World War.
16. Impact of the Treaty of Versailles on the Republic.
17. Successes of the Gustav Stresemann and the Golden age of Weimar Germany
18. Hitler able to dominate Germany by 1934.

### Summer

27. Yalta and Potsdam conferences and how they caused the cold war
  - COLD WAR.
  - USSR gains control of Eastern Europe by 1948.
  - USA reaction to Soviet expansion.
  - Consequences of the Berlin Blockade.
  - Blame for starting the Cold War: the USA or the USSR

## Topics / Skills Coverage

### Autumn

7. Depression and its impact on the League.
8. Successes and failures of the League in the 1930s.
9. Long-term consequences of the peace treaties of 1919–1923.
10. Consequences of the failures of the League in the 1930s.
11. Hitler's foreign policy.
12. The appeasement policy and its effects on Europe.
13. Nazi-Soviet Pact.

### Spring

19. Hitler consolidate his power in 1933–34.
20. Extent of opposition to the Nazi regime.
21. Nazis use culture and the mass media to control the people.
22. Effectiveness of the Nazi Youth Organisations.
23. Nazi policies towards women and the family.
24. Germany benefit from Nazi rule?
25. Nazi Germany a totalitarian state.
26. Condition of Germany during and after WWII.

### Summer

- USA and spread of Communism.
- Case Study – America and events in Korea, 1950–1953

### Skills:

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

## Homework

This is set weekly for all students.

Online platforms (SAM learning and Google classroom)

Tasks using grids to recognize patterns and data

Presentation, data analysis, and conducting an investigation

## Assessments

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

## Recommended Reading List

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

A Short History of the First World War by Dr Gary Sheffield -Publisher: One World

Sleepwalkers by Christopher Clarke - Publisher: Penguin



# ICT

"Dear Students,

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

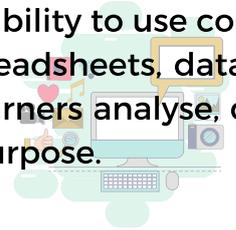


*- Evangeline John, Curriculum Leader- ICT*



## Curriculum

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



## Topics / Skills Coverage

### Autumn

Chapter 18 - Web Authoring  
Chapter 7 - Impact of the Internet  
Chapter 8 - Online Communities  
Chapter 9 - Implications of Digital Technologies

### Spring

Chapter 19 - Spreadsheets  
Chapter 10 - Online Information  
Chapter 11 - Online Services.

### Summer

Chapter 20 - Database Management  
Chapter 12 - The Cloud  
Chapter 13 - Applying ICT

## 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

## Curriculum

استخدام المنهج الوزاري

## Topics / Skills Coverage

### Autumn

(حديث شريف (لا تغضب-  
شعر (غدوتك مولودًا) أمية بن أبي-  
الصّلت  
شعر(في مكارم الأخلاق)المقنع الكندي-  
سيرة ذاتية(تعلمت من أوقات-  
الفراغ)عباس محمود العقاد  
عمود صحفي(العرب تسببوا في غياب-  
شمسهم)فاطمة المزروعى  
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-  
المتنبى  
شعر(لن أبكي)فدوى طوقان-  
عمود صحفي(السعادة لا تضل-  
طريقها)ناصر الظاهري  
الكتابة:الشخصية القيادية الناجحة-  
النحو:  
الأفعال التي تنصب مفعولين أصلهما 1-  
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

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

(كتاب قواعد الإملاء) عبد السلام محمد هارون  
(قواعد الخط العربي) هاشم محمد الخطاط-  
(كتاب الرائد في التعبير) طارق بنداري-  
كتاب (النحو الواضح) علي الجارم ومصطفى أمين-

### Recommended Web Resources

موقع وزارة التربية والتعليم  
منتدى زعرور  
مدرستي الإماراتية



# Arabic B

## Curriculum

Ministerial curriculum

## Topics / Skills Coverage

### Autumn

بيئتي - البيئة من حولي

### Spring

الأماكن

### 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 like Ramadan, Prophet's Birthday, Islamic New Year and Heavenly trip, Islamic awareness week celebrations, Inter school and school competitions e.g. Qur'an Recitation, Hadith Memorization & Adhan Competition where students are leading all the events. We work on students' leadership skills and committed to provide them with platforms where they can showcase their skills.

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

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

*- Saima Naz, Curriculum Leader - Islamic Studies*

## Curriculum

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

**Aim of Islamic Curriculum:**

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

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

**Themes & Standards of the Islamic Education Curriculum**

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

## Topics / Skills Coverage

### Autumn

#### Reading, Listening & Memorization

- Divine Revelation
  - Surah 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

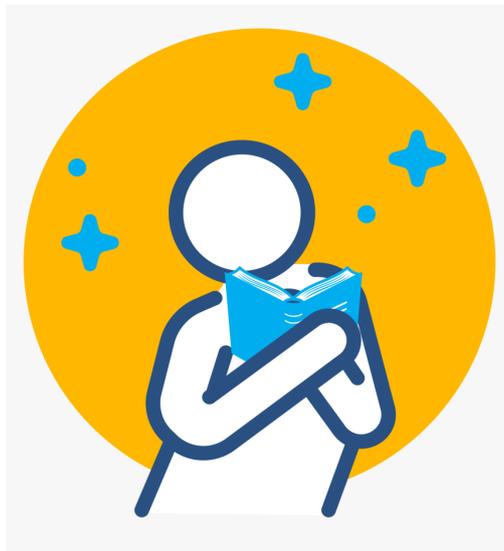
<https://quranicaudio.com/> - Quranic Audio

<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



# PSHE

## Curriculum

National

## Topics / Skills Coverage

### Autumn

- The importance of hygiene
- The positive and negative effects of physical health
- Nutrition
- The importance of mental health
- Fair, unfair and ethical decision-making
- Different types of abuse Bullying

Skills:

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

### Spring

- Anger and Aggression
- Communication
- Identifying a trustworthy adult
- Internet safety
- Immunizations and vaccinations
- Body image issues
- Helpful feedback and unhelpful criticism

Skills:

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

### Summer

- Self-confidence and self-esteem.
- Self-esteem and self-efficiency.
- Prejudicial thinking
- Media literacy

Skills:

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

## Homework

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

## Assessments

- Diagnostic assessment:
- Formative assessment
- Summative assessments

## Recommended Reading List

- Seal Community: <http://www.sealcommunity.org/>
- The School Run: <https://www.theschoolrun.com/national-curriculum-pshe-explained#:~:text=PSHE%20stands%20for%20Personal%2C%20Social,your%20child's%20national%20curriculum%20learning.>
- PSHE Association: <https://www.pshe-association.org.uk/>
- TedX: <https://www.ted.com/talks?topics%5B%5D=animation>

# UAE 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 والأنشطة الاقتصادية  
:- الدرس الثاني  
الطاقة في الوطن العربي  
الدرس الثالث  
الدخل والضرائب

## Homework

اوراق العمل - التطبيقات

## Assessments

الكتاب المدرسي - اوراق العمل - التقييم المستمر

## Recommended Reading List

كتب عن الشيخ زايد - كتب عن التراث الاماراتي

### Web Resources:

موقع وزارة التربية والتعليم - منديات تربوية

# UAE Social Studies B

## Curriculum

United Arab Emirates Ministry of Education\_ Grade 9

## Topics / Skills Coverage

### Autumn

- The Emergence of the Bani Yas and Qawasim and the Appearance of Foreign Powers: 1600-1800
- The Formation of a National Identity:1800-1950
- Developing a Modern Country: 1970s and 1980s
- The 1990s to Today

#### Skills:

- Demonstrate competency in gathering and evaluating source
- Collaborations
- Critical thinking
- Historical Comprehension

### Spring

- Stages of Development in the UAE
- Economic Policy in the UAE
- United Arab Emirates Trade: India, China and Japan
- United Arab Emirates Trade with Japan and South Korea
- Sustainable Buildings and Neighborhoods
- Sustainable Cities-Masdar
- Vision-2021 Sustainable Environment & Infrastructure
- Research- Design for Better Vision -2021 Competitive Knowledge Economy
- Vision-2021 High Quality Education L
- Vision-2021 Safe Public and Fair Judiciary
- Vision 2021- Supporting an Active and Influential Private Sector
- Vision 2021- Entrepreneurship and Investment
- History of World Expos from the Crystal Palace of 1851 to Expo2020
- History of World Expos from the Crystal Palace of 1851 to Expo2020

### Summer

- The Main Geographical Features of the UAE
- Features of the Climate of the UAE and Arabian Peninsula
- Data Interpretation of the UAE
- Climate Change Knowledge
- Economic Geography of the UAE
- Population Trends in the UAE
- Social and Economic Data Trends
- The UAE Gross Domestic Product (GDP)
- UAE Macroeconomics
- Trends in Education Levels in the UAE
- Trends in Sustainability in the UAE
- Social Systems and Social Institutional Support
- Social Institutions in the UAE
- The Dynamics of the Emirate and the City of Abu Dhabi
- Local History of the Northern Emirates
- Urban Development of Dubai and Sharjah

## Topics / Skills Coverage

### Autumn

### Spring

### Summer

- Research and Design Expo 2020 Pavilion Mobility, Opportunity, and Sustainability
- Plan an Expo 2020 Pavilion: Mobility, Opportunity, and Sustainability
- Construct Pavilions for The United Arab Emirates for One or More of The Expo 2020 Subtheme Pavilion Parks
- Present finished United Arab Emirates Pavilion for Expo2020

#### Skills:

- Interpretation and analysis of geographical information
- Data Analysis
- Critical thinking

#### Project:

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

#### Skills:

- Differentiate between and among various options
- Interpretation and analysis of information
- Creative thinking
- Future focused analytical and skeptical skills

## Homework

- Research work
- Project work
- Summary writing

## Assessments

- MCQs
- Short answer Qs

## Recommended Reading List

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

[https://www.ancient.eu/Inca\\_Civilization/](https://www.ancient.eu/Inca_Civilization/)

# Moral Education

## Curriculum

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

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

## Topics / Skills Coverage

### Autumn

Global Citizenship has been introduced to the students and students will start with question to be researched on for the completion of the project. Introduction to Global Ethics(character and morality/ individual and community):students will understand the global ethics in the context of global issues with international relations of the UAE. students will analyse the ways to deal with global ethical challenges

### Spring

What should be preserved and how?(cultural studies):students will analyse the importance of heritage and learn the ways of preserving the heritage, Students will study about heritage and tourism.

Governments, Authority and the Judiciary system in the UAE(civic studies):Students will understand the law and order in the UAE. Students will explore the UAE constitution and also understand the Government system of UAE.

### Summer

Being an active citizen(civic studies):students understand the civic engagement which help in developing the good citizens.

Moral Education in action(project): presentation and evaluation

## Topics / Skills Coverage

### Autumn

Skills:- to work on the research skills to complete the essay.assessment:- to present the part of the research and work on the errors.

Financial Awareness(character and morality/ individual and community):Students will analyse the importance of money.Students will understand the how wealth can help you to develop the entrepreneur skills. Students will learn the dangers of wealth and greed.

### Spring

Skills:- to work on the research skills to complete the essay.assessment:- to present the part of the research and work on the errors.

### Summer

## Homework

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

## Assessments

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

# Physical Education



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

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

*- Sujith Thankachan, Curriculum Leader - P.E.*

## Curriculum

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

### PE aims to help students:

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

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

# Topics / Skills Coverage

## Autumn

### BOYS:

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

### FOOTBALL

Skills- passing, trapping,  
shooting, dribbling.

### FOOTBALL

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

### VOLLEYBALL

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

## Spring

### ATHLETICS

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

### BASKETBALL

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

## 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)