

CURRICULUM BOOKLET

Important information and curriculum overview for parents and
students of GRADE 10

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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 10, 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

Pastoral Leaders

Ms. Laya Chinnu George - layachinnu.g_wsr@gemsedu.com

Ms. Dhanya Surendradas - dhanya.s_wsr@gemsedu.com

Director of Learning KS4

Mr. Temitope Olusayo - temitope.o_wsr@gemsedu.com

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

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

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

Temitope Olusayo
**DIRECTOR OF LEARNING
KEY STAGE 4**



English (ESL and EFL)



I have been teaching for over 9 years, gaining experience in the UK and Australia. I am looking forward to leading the English department and supporting progress for all our students. It is important we embed a passion for learning amongst our students. When students have a good command of English it will allow them to have more opportunities in life. Reading and writing proficiently will open up a world of inspiration and creativity for all of our students. Our aim is to support our students through the development of creative and engaging lessons. 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.

- Ciara Lillis, 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. 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 the same theme. 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-
Language: Reading paper-
Purpose, Audience and Form
and Writing Paper- Narrative,
Descriptive and Discursive
writing;
NEA Essay

1B-
Language: Reading paper-
Purpose, Audience and Form
and Writing Paper- Narrative,
Descriptive and Discursive
writing;
NEA Essay

English as a Second Lang
1A&B
Reading paper 2 and writing
paper 1
Communicating effectively in
writing for a variety of
purposes.
Understanding and
responding to different types
of written language

Spring

English as a First Lang
2A-
Language: Reading paper-
Purpose, Audience and Form
and Writing Paper- Narrative,
Descriptive and Discursive
writing;
NEA Essay

Revision and mocks;
Closing the gap;

2B-
Revision and mocks;
Closing the gap;

English as a Second Lang
2A&B
listening paper 3 and
speaking paper 4
Understanding and
responding to different types
of spoken language.
Communicating and
interacting effectively in
speech for a variety of
purposes.

Summer

Language: Reading paper-
Purpose, Audience and Form
and Writing Paper- Narrative,
Descriptive and Discursive
writing;
NEA Essay
Revision
Closing the gap;

REVISION:
Reading paper 2 and
writing paper 1
listening paper 3 and
speaking paper 4

IGCSE EXAMS

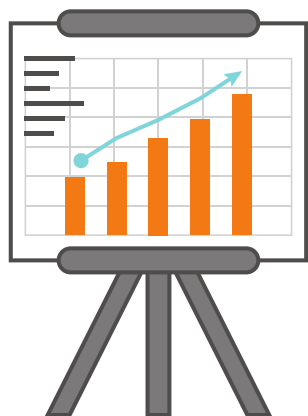
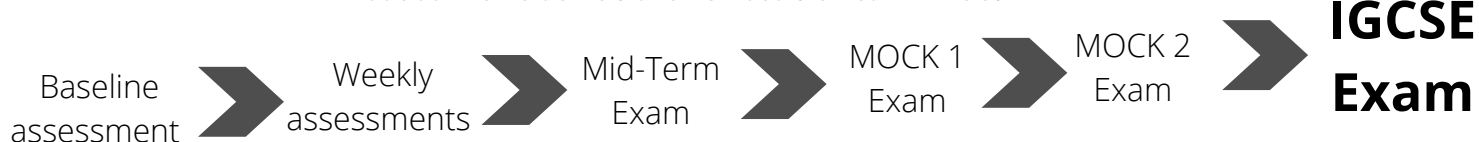
Homework

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
Specification (Language) -**

- <https://cf.oxfordqaexams.org.uk/oaqaresources/specifications/oxfordaqainternational-gcse-english-language-specification.pdf>

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.

- **Michal Martinek, 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 8

Topics:
1 Sets 3
2 Number 8
3 Algebra 8
4 Graphs 7

Spring

Title: Unit 9

Topics:
1 Graphs 8
2 Shape and space 9
3 Handling data 6

Summer

Title: Unit 10

Topics:
1 Shape and space 10
2 Handling data 7

Autumn

Skills:

- use Venn diagrams to calculate probability
- convert between metric units of area
- convert between metric units of volume
- calculate rates
- convert between metric speed measures
- solve problems involving compound measures
- determine whether mapping is a function
- use function notation
- find the range of a function
- find composite and inverse functions
- use graphs to solve quadratic and cubic equations
- use a graphical method to solve linear and non-linear simultaneous equations

Autumn 2

Title: Unit 9

Topics:

- 1 Shape and space 8
- 2 Handling data 5
- 3 Number 9
- 4 Algebra 9

Skills:

- understand and use vector notation
- calculate the magnitude of a vector
- use the scalar multiple of a vector
- calculate the resultant of two or more vectors.

Spring

Skills:

- find the gradient of a tangent at a point
- translate the graph of a function
- reflect the graph of a function
- stretch the graph of a function
- use Pythagoras' theorem in 3D
- use trigonometry in 3D
- draw and interpret histograms

Spring 2

Title: Unit 10

Topics:

- 1 Number 10
- 2 Algebra 10
- 3 Graphs 9

Skills:

- understand the difference between rational and irrational numbers
- simplify surds
- expand and simplify expressions with surds
- rationalise the denominator of a fraction
- simplify more complex algebraic fractions
- add and subtract more complex algebraic fractions
- multiply and divide more complex algebraic fractions
- solve equations with more complex algebraic fractions

Summer

Skills:

- recognise, plot and draw the graphs of basic trigonometric functions
- solve equations using the graphs of trigonometric functions
- use the sine and cosine rules
- work out the area of non-right angled triangles
- draw and use more complex tree diagrams

Autumn

- solve geometric 2D problems with vectors
- produce simple geometric proofs with vectors
- add probabilities of mutually exclusive events
- find the probability of independent events
- use tree diagrams to calculate the probability of independent events
- use tree diagrams to calculate conditional probability
- use two-way tables to calculate conditional probability
- carry out calculations involving money
- solve real-life problems with percentages and money
- convert between currencies
- solve simultaneous equations with one quadratic
- prove a result using algebra

Spring

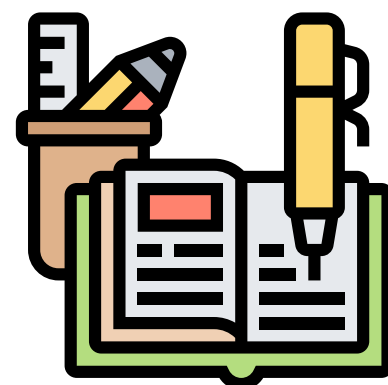
- understand the relationship between the gradient of a function and its rate of change
- differentiate integer powers of x
- find the gradient of a tangent by differentiation
- find the coordinates of a maximum and minimum points on a curve
- find expressions for the velocity and acceleration of a particle
- apply calculus to real-life problems

Summer

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 Sparx Maths or Google Classroom where the students can access it.

www.sparxmaths.com



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 - IGCSE mock exams - once per term

Final IGCSE Exam

Externally assessed - Two papers: 1H and 2H - Paper code 4MA1/1H and 4MA1/2H

Each paper is 50% of the total International GCSE

Content summary

- Number
- Algebra
- Geometry
- Statistics



Each paper is assessed through a 2-hour examination set and marked by Pearson. The total number of marks for each paper is 100. Questions will assume knowledge from the full IGCSE Mathematics programme of study (Grade 8 to 10). Formulae sheet will be included in the written examinations. A calculator may be used in the examinations.

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.sparxmaths.com

www.drfrostmaths.com

www.examsolutions.net

Biology

"I became a science teacher because of my fascination for understanding the world around us and my desire to share that knowledge with young people. As Head of Science I hope to ensure that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.."



- Emma Fox, Curriculum Leader - Science

Curriculum

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

Grade 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Biology specification, a three-year course culminating in two examination papers in May/June 2023. This specification is designed to ensure good preparation for students looking to continue to higher education and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topic Coverage

Autumn

Topic: 5 - Variation and Selection

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

Topic: 6 - Microorganisms and Genetic Modification

- 21. Using Microorganisms
- 22. Genetic Modifications

REVISION Topic: 4 - Ecology and Environment

- 14. Ecosystem
- 15. Human Influences on the environment

Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

Spring

REVISION Topic: 3 - Plant Physiology

- 11. Transport in Plants
- 13. Reproduction in Plants

REVISION Topic: 2 - Animal Physiology

- 9. Reproduction in Humans

REVISION Topic: 2- Animal Physiology

- 8. Homeostasis and Excretion

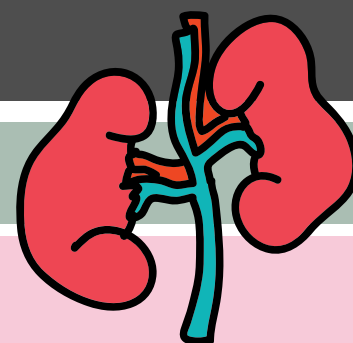
REVISION Topic: 5 - Variation and Selection

- 16. Chromosomes, Genes and DNA
- 17. Cell Division
- 18. Genes and Inheritance

Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE



Skill Coverage

- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- 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 and prepare them for their summer examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one homework task per week for biology which should take 40-60 minutes to complete however students should also be encouraged to organise their own revision and exam preparation schedule.

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 – Termly Paper 1 and Paper 2 Mock Exams**

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

"I have always been fascinated by the elements, and the relation each element has to all the others in what is known as the Periodic Table. Every element has its place in that table, from the most abundant element in the universe, hydrogen, to the heaviest man-made elements created through nuclear synthesis, with strange sounding names such as Californium and Seaborgium"

It appeals to my practical and analytical nature; the part of me that asks: "How?" and "Why?" and I don't give up until I have the answers. Few aspects of life fall outside the scope of chemistry and this is what fascinates me about this dynamic and fundamental science subject. As the Chemistry Lead I want you to study chemistry as it gives you an opportunity to be involved in something which makes a difference to the world. Chemistry is a multi-faceted and ever-evolving subject, providing endless fascination, there are constantly new challenges and questions which must be answered. With the current need for alternative fuels, and rising levels of global pollution, chemistry now more than ever is essential for our future."

- Shruthi Shetty, 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, 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 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Chemistry specification, a three-year course culminating in two examination papers in May/June 2023. This specification is designed to ensure good preparation 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

REVISION Topic: 4 - Organic Chemistry

- 23. Crude oil
- 24. Alkanes
- 25. Alkenes
- 26. Alcohols
- 27. Carboxylic Acids
- 28. Esters
- 29. Synthetic Polymers

REVISION Topic 1: Principles of Chemistry

- 6. Chemical formulae, equation and calculations (Part 2)

Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

Spring

REVISION Topic: 1 - Principles of Chemistry

- 7. Ionic Bonding
- 8. Covalent Bonding
- 9. Metallic Bonding
- 10. Electrolysis
- 5. Chemical Formulae, Equation and Calculations (Part 1)
- 6. Chemical Formulae, Equation and Calculations (Part 2)

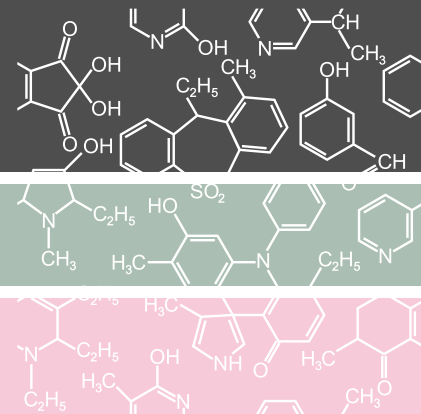
REVISION Topic: 2 - Inorganic Chemistry

- 15. Extraction and Uses of Metals
- 16. Acids, Alkalis and Titrations

Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE



Skill Coverage

- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- 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 and prepare them for their summer examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one homework task per week for chemistry which should take 40-60 minutes to complete however students should also be encouraged to organise their own revision and exam preparation schedule.

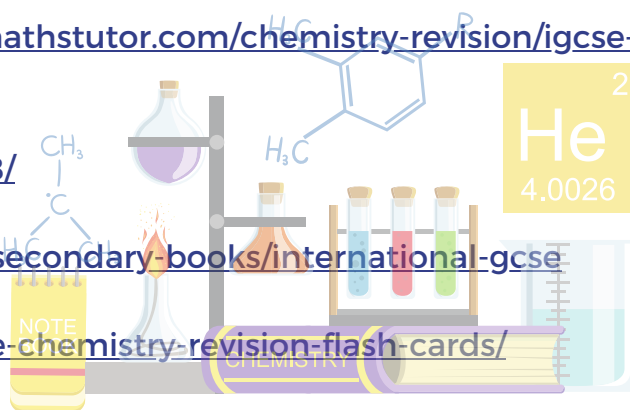
Assessments

- **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 – Termly Paper 1 and Paper 2 Mock Exams**

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

"Physics helps us to explain so much of the world around us and predict the things we do not yet understand. The fact that physics tells us we are made of star dust is enough to inspire anyone to learn more! I have been teaching physics for many years and it still fascinates me. I hope you will embrace the challenges that physics presents including developing your analytical skills and critical thinking as we guide your learning journey to explore a range of topics. You will be encouraged to apply your knowledge to new situations whilst questioning the concepts you think you know to open your mind to see things from another perspective."

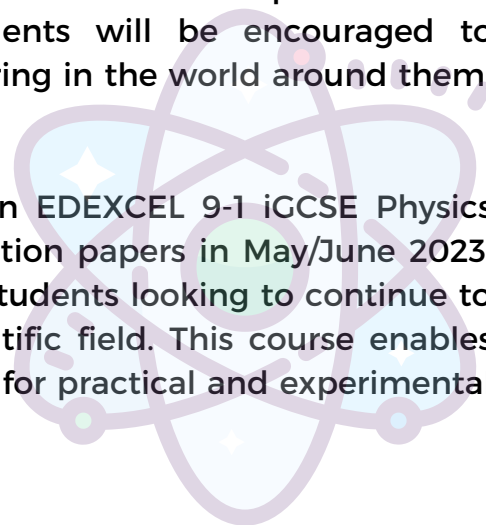
- Charmaine Khan, Curriculum Leader - Physics



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, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Physics. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Students will be encouraged to understand how Physics can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Grade 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Physics specification, a three-year course culminating in two examination papers in May/June 2023. This specification is designed to ensure good preparation 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

REVISION Topic: 1 - Forces and Motion

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

REVISION Topic: 4 - Energy Resources and Energy Transfer

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

REVISION Topic: 2 - Electricity

- 9. Electric Charge

REVISION Topic: 4 - Energy Resources and Energy Transfer

- 17. Energy Resources and Electricity Generation

REVISION Topic: 8 - Astrophysics

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

Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

Spring

REVISION Topic: 5 - Solids, Liquids and Gases

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

REVISION Topic: 3 - Waves

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

REVISION Topic: 2 - Electricity

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

REVISION Topic: 6 - Magnetism and Electromagnetism

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

REVISION Topic: 7 - Radioactivity and Particles

- 22. Atoms and Radioactivity
- 23. Radiation and Half-life

Topic: PAPER 1 AND 2 REVISION AND EXAMINATION PREPARATION

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE.

Skill Coverage

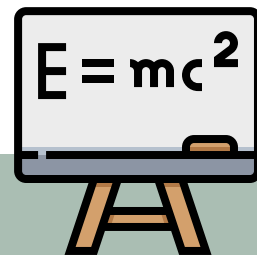
- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- Reasoning
- Problem solving
- Application of knowledge for critical thinking
- Application of theoretical and practical knowledge to exam-style questions
- Scientific Investigation and Practical Skills
- Language acquisition
- Mathematical skills
- Independent learning skills
- Extended writing
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Homework

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Assessments

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- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment – Termly Paper 1 and Paper 2 Mock Exams**



Recommended Reading List

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- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-physics-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/physics-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
- **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, 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 o how different business contexts affect business decisions o the use and limitation of quantitative and qualitative data

Topics / Skills Coverage

Autumn

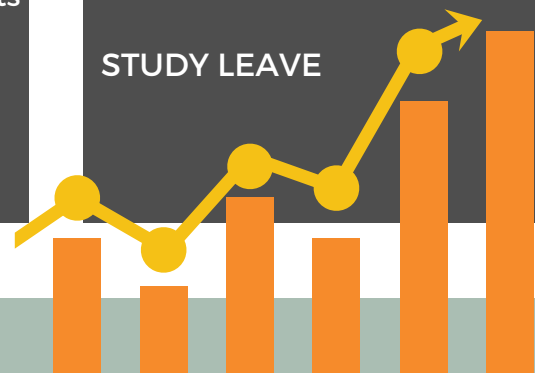
Sources of finance
Cash flow forecasting
Costs
Break-Even
Statement of comprehensive income

Spring

Ratio analysis
The use of financial documents
Organisation structure and employees
Departmental function
Lean Production
Quality

Summer

STUDY LEAVE



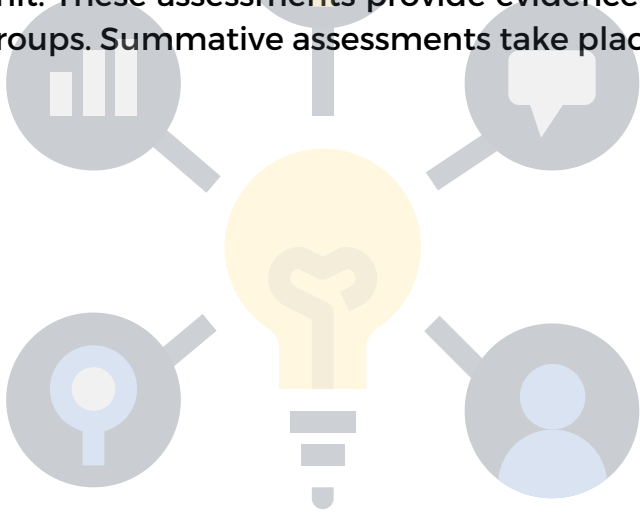
Homework

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

Assessments

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

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



Recommended Reading List

www.senecalearning.com

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

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

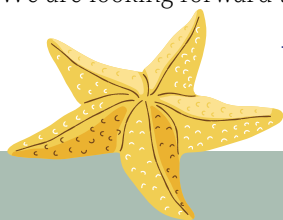


Economics



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

We are looking forward to see you next year."



- Farah Al Hosaini, Curriculum Leader - Enterprise

Curriculum

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

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

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

Topics / Skills Coverage

Autumn

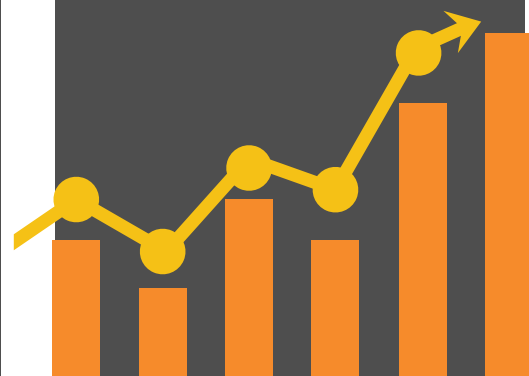
- The factors of production
- Productivity and division of labour
- Business costs and revenue
- Economies and diseconomies of scale,
- Competitive market
- Advantages and disadvantages of large and small firms
- Monopoly oligopoly
- Government intervention

Spring

- Globalisation and MNCs
- International trade protectionism and trading blocs,
- Protectionism,
- Trading blocs,
- The world trade organization.
- Exchange rate and their determinations,
- Impact of changing exchange rates

Summer

Revision and exams



Homework

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

Recommended Reading List

www.senecalearning.com

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

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

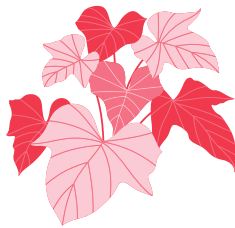


Geography



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

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



- Beena Nair, 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 C: GLOBAL ISSUES
Chapter 8: GLOBILISATION AND MIGRATION
 The rise of the global economy
 The roles of global institutions
 The growing volume of migration
 The impacts of global tourism
 Geopolitical relationships
 Managing migration
 Making tourism more sustainable
 Case studies
Chapter 9: DEVELOPMENT AND HUMAN WELFARE
 Defining development and human welfare
 Contributors to development and human welfare.
 Measuring development and quality of life
 Skills: Describing and explaining economics and economic systems, Civic understanding and participation, Collaboration, communication and creativity.

Spring

Chapter 9: DEVELOPMENT AND HUMAN WELFARE
 Uneven development
 The impacts of uneven development
 Demographic characteristics of countries at different levels of development.
 Strategies to reduce uneven development
 Closing the development gap.
 Contrasting approaches to the promotion of development
 Case studies
Chapter 7: FRAGILE ENVIRONMENTS AND CLIMATE CHANGE
 Fragile environments
 Causes of desertification and deforestation
 The causes of climate change

 Skills: Comparing and understanding events and relationships in context, Collaboration, communication and creativity.

Summer

Chapter 7: FRAGILE ENVIRONMENTS AND CLIMATE CHANGE
 The impacts of desertification
 The impacts of climate change
 Dealing with desertification
 Managing rain forests in a sustainable way.
 Responses to global warming and climate change
 Case studies

 Skills:
 Communicating knowledge, research conclusions, and ideas in written, oral, and visual forms, Geographic reasoning and use of geographic tools



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.

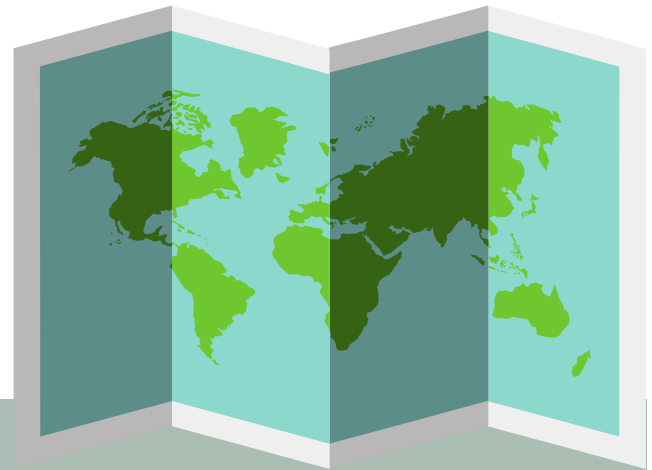
Assessments

1. Diagnostic assessment:- This is a short test taken in the of a session (Base-line test)
2. Formative assessment- this is used to check the progress of students (Every 2/3 weeks)
3. Summative assessments (MOCK Assessments)
4. **Edexcel International GCSE Paper 1: Physical Geography (70 marks)**

Section A = 50 Marks, Section B = 20 Marks: Total For Paper 1 = 70 Marks

Edexcel International GCSE Paper 2: Human Geography (105 marks)

Section A = 50 Marks, Section B = 20 Marks, Section C = 35 Marks: Total For Paper2 = 105 Marks



Recommended Reading List

Ø **Edexcel International GCSE (9-1) geography. Student Book**

Ø <http://igeogers.weebly.com/human-geography>

Ø <https://www.thegeographeronline.net/>

Ø **Prisoners of Geography–Tim Marshall** <https://www.amazon.co.uk/Prisoners-Geography-Everything-Global-Politics/dp/1783961414>

Ø **India BBC news** <https://www.bbc.co.uk/news/world/asia/india>

Ø **Around the word in 80 days–Michael Palin**

<https://www.themichaelpalin.com/shop/dvds/tv-series-dvd/aroundthe-world-in-80-days/>



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 19 - Database Management
Chapter 13 - Applying ICT
Chapter 19 - Presentation

Spring

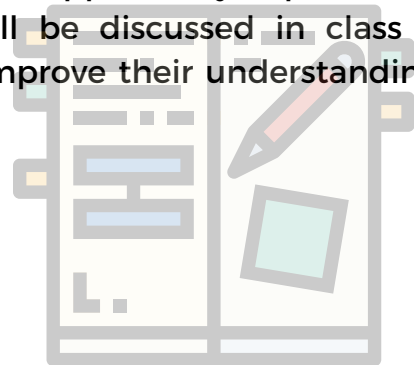
Revision and Mock preparation

Summer

Revision and preparation for exams.

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.

Recommended Reading List

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

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

<http://teach-ict.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

المنهج الوزاري

Topics / Skills Coverage

Autumn

النصوص الشعرية : إذا المرء لم يدنس -
بان الخليط)
النصوص النثرية : قصة مصباح الحمام
الكتابة : استجابة على قصة
- . كتابة سيرة ذاتية
- النحو : صيغة المبالغة - الصفة المشبهة
البلغة : الاستعارة

Spring

النصوص الشعرية: قصيدة حلل الربيع
أنا من بدّل الصّحب بالكتابا (أحمد
شوقي
)
(حسن الخلق) سورة القلم
النصوص النثرية : قصة الكرتونة: الفيس
بوك والعقل
- . الجمعي
الكتابة : تلخيص
النحو : أسلوب الاستثناء - أسلوب
الاختصاص
- . البلغة : المقابلة والطباق

Summer

النصوص الشعرية : قصيدة شيخ
العرب
النصوص النثرية الطبيعة مدرسة
كيف أنقذتي الكتابة
الكتابة : عرض مقالي عن شاعر أو
روائي
النحو : مراجعة
البلغة : تطبيقات

Homework

لبحث عن طريق الإنترنت نت عن موضوعات وقضايا لكتابة مقالات وأوراق عمل ورقية وإلكترونية

Assessments

- 1-المسح التشخيصي
- 2- التقييم من خلال أوراق العمل الورقية والإلكترونية .
- 3- تقييم أسبوعي لمهارات القراءة والكتابة والإملاء
- 4- تقيم شهري لما تم تدريسه بعد كل وحدة
- 5- امتحانات الميث ترم
- 6- امتحانات نهاية كل ترم

Recommended Reading List

<https://www.moe.gov.ae/Ar/Pages/home.aspx>

<http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/> (طلاب المنهج البريطاني)

<http://www.study4uae.com/vb/>

<https://weziwezi.com>

<https://sites.google.com/site/mihfadha/facebook/tdrybatlyalknayte>

يمكن الاستعانة بمكتبة المدرسة للحصول على هذه الكتب التي تساعدكم على كتابة المقالات والوصف والسرد وتثقل معرفتهم باللغة العربية والهوية الإماراتية :

كتاب كيلة-1

. ودمنة

البلاغة-2

. الواضحة

القاموس الوسيط والقاموس-3

.المحيط للبحث عن المفردات والكلمات الجديدة

السيرة الذاتية للأدباء-4

والشعراء

كتاب جواهر الأدب يضم جميع-5

. عصور وشعراء الأدب العربي

كتاب-6

مسيرة الإمارات

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

المنهج الوزاري

Topics / Skills Coverage

Autumn

النصوص الشعرية : إذا المرء لم يدنس -
بان الخليط
)
النصوص النثرية : قصة مصباح الحمام
الكتابة : استجابة على قصة
- . كتابة سيرة ذاتية
- النحو : صيغة المبالغة - الصفة المشبهة
البلغة : الاستعارة

Spring

النصوص الشعرية: قصيدة حلل الربيع
أنا من بدّل الصّحب بالكتّاب (أحمد
شوقي
)
(حسن الخلق (سورة القلم
النصوص النثرية : قصة الكرتونة: الفيس
بوك والعقل
- . الجمعي
الكتابة : تلخيص
النحو : أسلوب الاستثناء - أسلوب
- الاختصاص
- البلغة : المقابلة والطباق

Summer

النصوص الشعرية : قصيدة شيخ
العرب
النصوص النثرية الطبيعة مدرسة
كيف أنقذتي الكتابة
الكتابة : عرض مقالي عن شاعر أو
روائي
النحو : مراجعة
البلغة : تطبيقات

Homework

لبحث عن طريق الإنترنت نت عن موضوعات وقضايا لكتابة مقالات وأوراق عمل ورقية وإلكترونية

Assessments

- المسح-1
التشخيصي
- 2- التقييم من خلال أوراق
. العمل الورقية والإلكترونية
- 3- تقييم أسبوعي لمهارات
القراءة والكتابة والإملاء
- 4- تقييم شهري لما تم تدريسه
بعد كل وحدة
- 5- امتحانات الميث ترم
- 6- امتحانات نهاية كل ترم

Recommended Reading List

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يمكن الاستعانة بمكتبة المدرسة للحصول على هذه الكتب التي
تساعدكم على كتابة المقالات والوصف والسرد وتثقل معرفتهم باللغة العربية والهوية
الإمارتية :

كتاب كيلة-1

. ودمنة

البلاغة-2

. الواضحة

القاموس الوسيط والقاموس-3

.المحيط للبحث عن المفردات والكلمات الجديدة

السيرة الذاتية للأدباء-4

والشعراء

كتاب جواهر الأدب يضم جميع-5

. عصور وشعراء الأدب العربي

كتاب-6

مسيرة الإمارات

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 Kahf Part 1
- Makkan & Madinan Qur'an

Writing, Application & Research

- Juristic Fiqh Schools
- Stages of The collection of Qur'an
- Methodology of Thinking in Islam

Spring

Reading, Listening & Memorization

- Divine Revelation Surah Al Kahf Part 2
- Prophet's Sunnah

Writing, Application & Research

- Human Development in Islam
- Differences among Jurists
- Prophet's Methodology in Da'wah

Summer

Reading, Listening & Memorization

- Divine Revelation Surah Al Kahf Part 3
- Recording Sunnah

Writing, Application & Research

- Rulings on Marriage
- Scholars efforts in Preserving Sunnah
- Tolerance Jihad in the cause of Allah

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.

PSHE

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!!



- Blessy Varghese, Curriculum Leader - MOE Subjects

Curriculum

Seal Community-based school curriculum

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
Human rights
Bullying

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

Spring

Immunizations and vaccinations
Body image issues
Helpful feedback and unhelpful criticism
Cultural Diversity
Media literacy

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

Summer

Revision and Exam preparation

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>

Moral Education

Curriculum

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, 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
- Creative thinking – Poster making, Artworks, videos & short documentaries.

-Blessy Varghese, Curriculum Leader - MOE Subjects



Moral Education

Curriculum

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 (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
- Creative thinking - Poster making, Artworks, videos & short documentaries.

Topics / Skills Coverage

Autumn

sEthics and the global economy
1:- what is meant by economy and globalisation?
2:- what are the benefits and costs of globalisation
3:- what is meant by inequality.
Ethics and global economy(character and morality)
4:-what is fair trade?
5:- what are the ethical consequences of our own consumer choices?
6:- what is socially responsible investing?

Spring

Intercultural Relationships
1:- what is visible and invisible culture?
2:- what are the different approaches to understanding cultures?
3:- what is the role of communication within groups of people?
4:- what are the challenges to intercultural communication
5:- what is the difference between real and pseudo listening?
6:- Values for intercultural communication

Summer

Project submission on any one topic

STUDY LEAVE

Homework

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

Assessments

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

Physical Education



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

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

- Sujith Thankachan, Curriculum Leader - P.E.

Curriculum

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

PE aims to help students:

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

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

Topics / Skills Coverage

Autumn

BOYS:

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

Skills- passing, trapping,
shooting, dribbling.

FOOTBALL

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

VOLLEYBALL

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

Spring

ATHLETICS

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

BASKETBALL

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

CRICKET

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

Summer

BADMINTON

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

TABLE-TENNIS

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

SPORTS SCIENCE

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

Autumn

GIRLS:

HEALTH, FITNESS AND
TRAINING

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

VOLLEYBALL

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

BADMINTON

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

Spring

ATHLETICS

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

FOOTBALL

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

HOCKEY

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

BASKETBALL

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

Summer

TABLE TENNIS

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

SPORTS SCIENCE

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

Assessments

Assessment will take place at the end of 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 students Assessment.

Recommended Reading List

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

www.teachpe.com

www.pecentral.org

www.pelinks4u.org

www.education.com

www.physicaleducationupdate.com

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