

CURRICULUM BOOKLET

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

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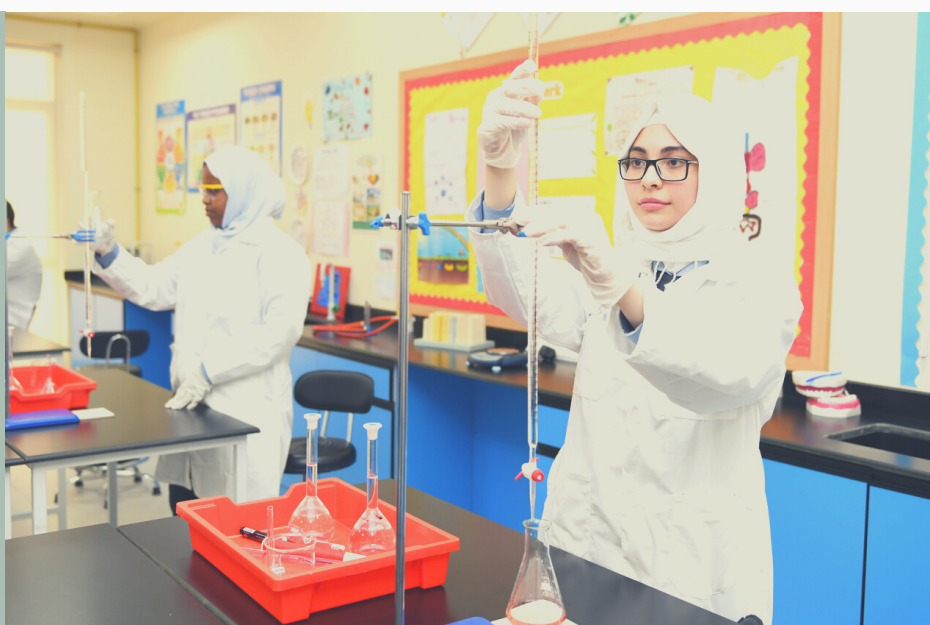
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Our Vision for our students

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

Grade 9B1- Mr.Sujith Thankachan	- sujith.t_wsr@gemsedu.com
Grade 9B2- Ms.Melvin Ashly	- melvin.a_wsr@gemsedu.com
Grade 9B3 - Mr.Marcelino Kelgrio	- marcelino.k_wsr@gemsedu.com
Grade 9C1 - Ms.Saeeda Sange	- saeeda.s1_wsr@Gemsedu.com
Grade 9C2 -Ms.Banan Jawabreh	- banan.j_wsr@gemsedu.com

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 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

1A-

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

1B-

·Continue with the short stories anthology - analyse ideas, themes, context and writers methods.
Comprehension reading and analysing 'Frankenstein' by Mary Shelley. An introduction to coursework unit and task.

Spring

2A-

·Drama – An Inspector Calls and begin the Poetry Anthology – People and Places.
Build an interpretation of a whole play, recognising links between ideas, themes or characters and supporting points with precise analysis, evidence and explanation.
Develop character and voice in their own fiction writing.

2B-

·Poetry: Analyse poems: Poetry Anthology People and Places.
Coursework completion.

Summer

3A-

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

3B-

Introduction to language paper through PBL.

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

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 4

Topics:

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

Skills:

- recognise and draw graphs of quadratic functions

Spring

Spring 1

Title: Unit 5

Topics:

- 1 Shape and space 5
- 2 Handling data 4
- 3 Number 6

Skills:

- translate a shape using a vector

Summer

Summer 1

Title: Unit 7

Topics:

- 1 Sets 2
- 2 Number 7
- 3 Algebra 7
- 4 Graphs 6
- 5 Shape and space 7

Autumn

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

Autumn 2
Title: Unit 5

Topics:
1 Number 5
2 Algebra 5
3 Graphs 5

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

Spring

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

Summer

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

Autumn

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

Spring

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

Spring 2
Title: Unit 6

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

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

Summer

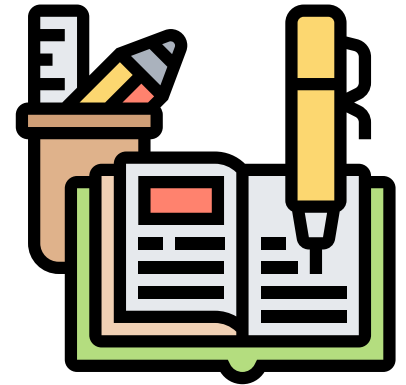
Summer 2

Revision.

Homework

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 at the end of each term



Recommended Reading List

Our current textbook is Pearson Edexcel International GCSE (9-1) Mathematics A - Student Book 1 and 2.

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

Useful websites:

www.sparxmaths.com

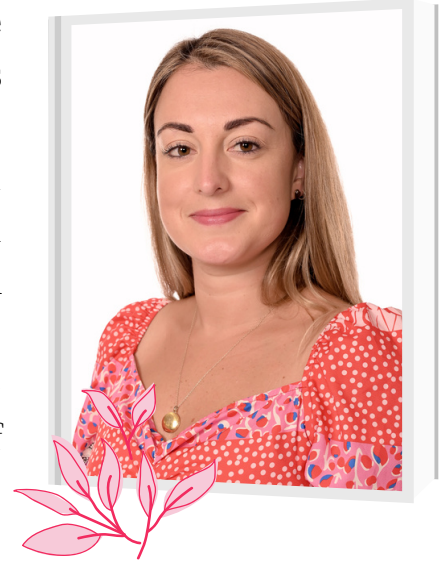
www.drfrostmaths.com

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

Grade 9 students will study Pearson EDEXCEL 9-1 iGCSE Biology, a three-year course, which they began in September 2021, culminating in external examinations in May/June 2024. The specification is designed to ensure good preparation for students looking to continue to higher education and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topic Coverage

Autumn

Topic: 3 - Plant Physiology

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

Topic: 2- Animal Physiology

- 9. Reproduction in Humans
- 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

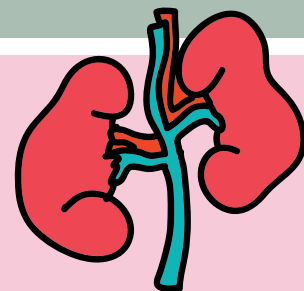
Summer

Topic: 6 - Microorganisms and Genetic Modification

- 2.1. Using Microorganisms
- 2.2. Genetic Modifications

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, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for biology which should take 40-50 minutes to complete.

Assessments

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

Recommended Reading List

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

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

Chemistry

"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.

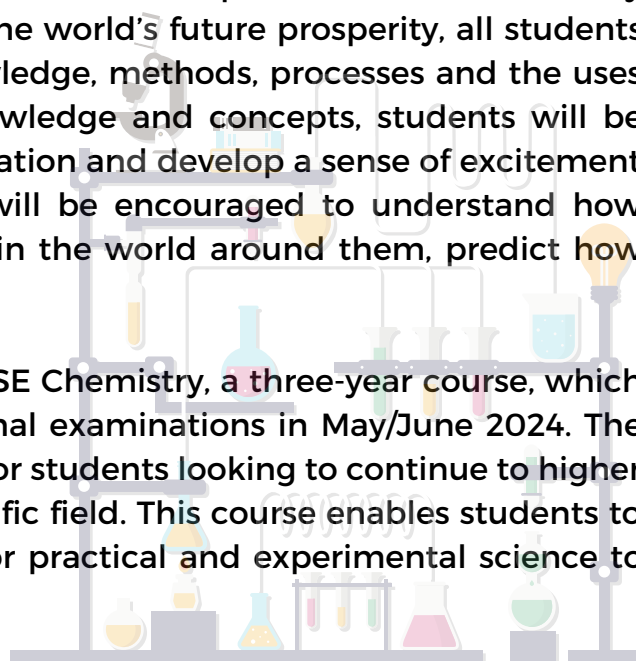
- Shruthi Shetty, Curriculum Leader - Chemistry



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

Grade 9 students will study Pearson EDEXCEL 9-1 iGCSE Chemistry, a three-year course, which they began in September 2021, culminating in external examinations in May/June 2024. The specification is designed to ensure good preparation for students looking to continue to higher education and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



Topic Coverage

Autumn

Topic: 2 - Inorganic Chemistry

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

Topic: 3 - Physical Chemistry

- 19. Energetics

Spring

Topic: 3 - Physical Chemistry

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

Topic: 4 - Organic Chemistry

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

Summer

Topic: 4 - Organic Chemistry

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

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, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for chemistry which should take 40-50 minutes to complete.

Assessments

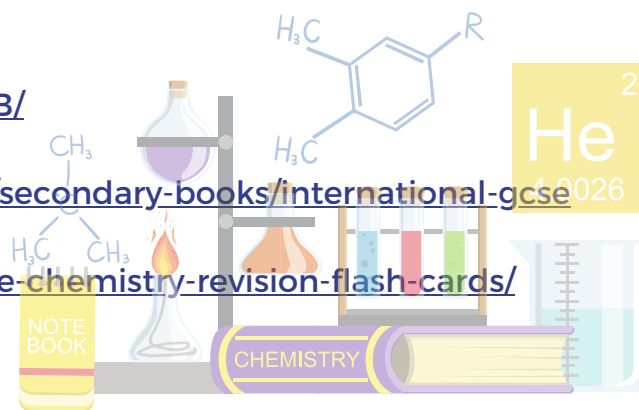
- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Progress Checks – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised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



Recommended Reading List

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

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



Physics

"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."

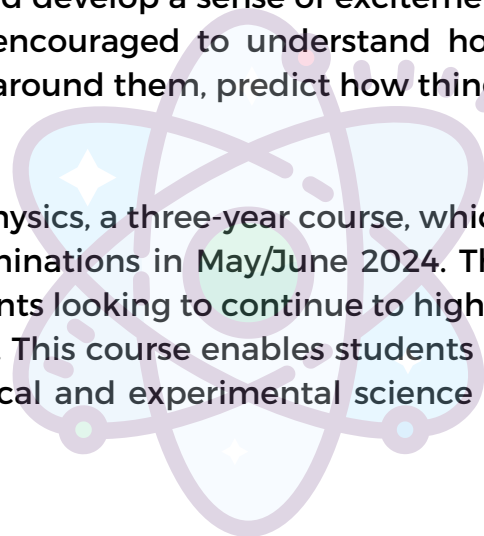
- Charmaine Khan, Curriculum Leader - Physics



Curriculum

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Grade 9 students will study Pearson EDEXCEL 9-1 iGCSE Physics, a three-year course, which they began in September 2021, culminating in external examinations in May/June 2024. The specification is designed to ensure good preparation for students looking to continue to higher education and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



Topic Coverage

Autumn

Topic: 2 - Electricity

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

Spring

Topic: 6 - Magnetism and Electromagnetism

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

Summer

Topic: 7 - Radioactivity and Particles

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

Skill Coverage

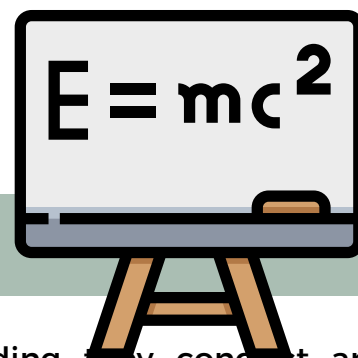
- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- Reasoning
- Problem solving
- Application of knowledge for critical thinking
- Application of theoretical and practical knowledge to exam-style questions
- Scientific Investigation and Practical Skills
- Language 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, 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 40-50 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.
- 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.
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- 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/>

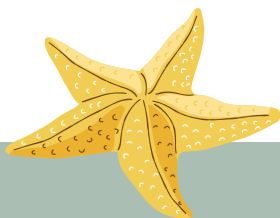
Business Studies



"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

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

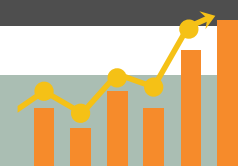
Spring

- 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

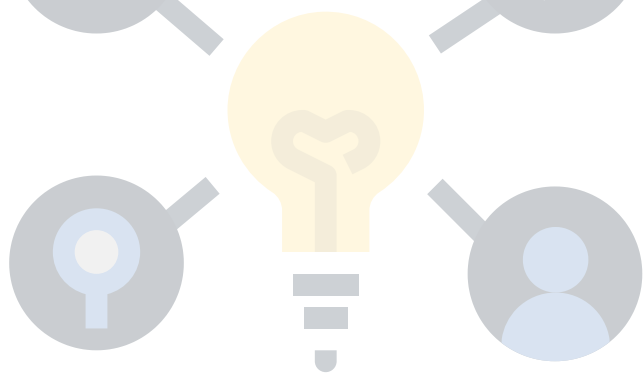


Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation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

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

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



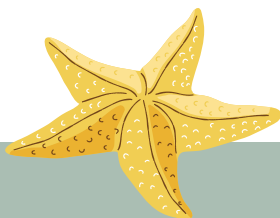
Economics



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

We are looking forward to see you next year."

- Farah Al Hosaini, Curriculum Leader - Enterprise



Curriculum

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

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

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

- Develop an awareness of economic change and its impact on developing and developed economies.
- Understand economic issues, problems and possible solutions that affect mixed economies.
- Participate effectively in society as citizens, producers and consumers.

Topics / Skills Coverage

Autumn

- Revision of chapter 25-27,
- Balance of payment,
- Protection of environment,
- Redistribution of income and wealth
- Fiscal policy,
- Monetary policy
- Supply side-policy

Spring

- Factors of production,
- Productivity and division of labour
- Business costs and profits.
- Economies and diseconomies of scale,
- Competitive markets,
- Advantages and disadvantages of large and small firms.

Summer

- Globalisation,
- MNCs,
- International trade.
- Revision of 2.1 and 1.1

Homework

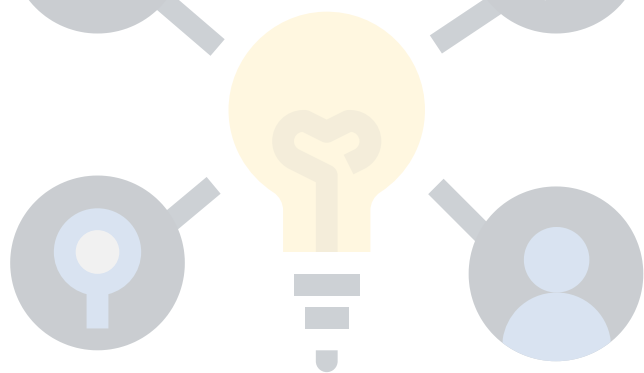
Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation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



Assessments

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

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



Recommended Reading List

www.senecalearning.com

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

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

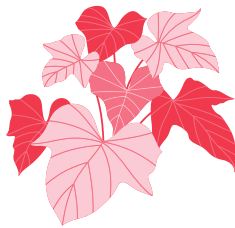


Geography



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

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



- 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 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.

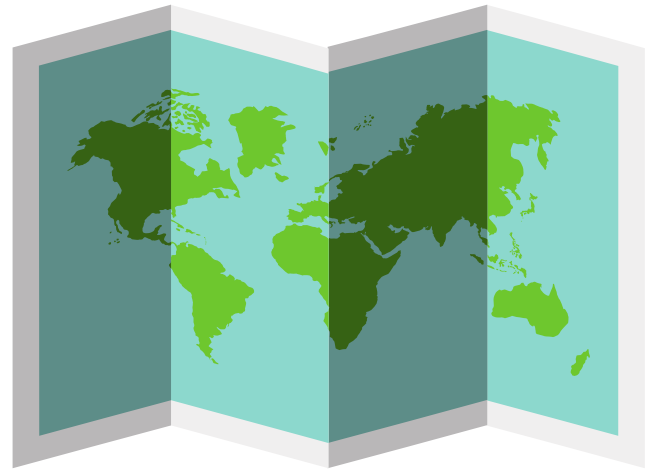
Online platforms (SAM learning, quizizz and Google classroom)

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

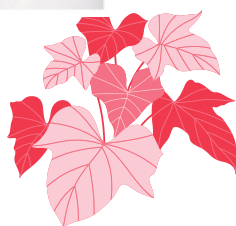
- Edexcel International GCSE (9-1) geography. Student Book
- <http://igeogers.weebly.com/human-geography>
- <https://www.thegeographeronline.net/>
- Prisoners of Geography—Tim Marshall - <https://www.amazon.co.uk/Prisoners-Geography-Everything-Global-Politics/dp/1783961414>
- India BBC news - <https://www.bbc.co.uk/news/world/asia/india>
- 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.



- Beena Nair, 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."

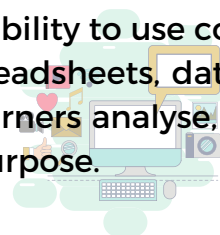


- Evangeline John, Curriculum Leader- ICT



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 8 - Online Communities
Chapter 9 - Implications of Digital Technologies
Chapter 10- Online Information
Chapter 19 -Spreadsheets

Spring

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

Summer

Revision and Mock Preparation

Homework



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

Assessments

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

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

Recommended Reading List

Edexcel International GCSE ICT (9-1) Student Book

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

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

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

www.gcsepod.com



Arabic A



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

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

Curriculum

استخدام المنهج الوزاري

Topics / Skills Coverage

Autumn

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

Spring

(قرن كريم)الوصية في القرآن الكريم-
شعر(الناس والزمان)أبو الطيب-
المتنبي
شعر(لن أبكي)فدوى طوقان-
عمود صحفي(السعادة لا تضل-
طريقها)ناصر الظاهري
الكتابة:الشخصية القيادية الناجحة-
النحو-
الأفعال التي تنصب مفعولين 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



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

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

Curriculum

Ministerial curriculum

Topics / Skills Coverage

Autumn	Spring	Summer
بيئي - البيئة من حولي	الأماكن	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

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 - 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

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 - MOC Subjects

Curriculum

National

Topics / Skills Coverage

Autumn

- A. DEMOGRAPHIC CHANGE
- B. EDUCATION FOR ALL
- C. EMPLOYMENT
- D. FUEL AND ENERGY
- E. GLOBALISATION
- F. LAW AND CRIMINALITY
- A. MIGRATION
- B. TRANSPORT SYSTEMS
- C. BELIEF SYSTEMS
- D. BIODIVERSITY AND ECOSYSTEM LOSS
- **SKILLS:**
- ü Design and carry out research into current global issues, their causes, consequences and possible course(s) of action.

Spring

- • Belief systems
- • Biodiversity and ecosystem loss
- • Changing communities
- • Digital world
- • Family
- • Humans and other species
- • Sustainable living
- • Trade and aid
- **SKILLS:**
- ü Analyze and evaluate the evidence and reasoning used to support claims, arguments and perspectives.

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.

PSHE

Topics / Skills Coverage

Autumn

- Use evidence to support claims, arguments and perspectives.
- Identify and analyze issues, arguments and perspectives.
- **HOMEWORK:**
- Set for Weekly/Fortnightly
- Presentations, Project works and Research (Individual and Group)
- **ASSESSMENT**
- Diagnostic Assessment – Baseline Test
- Formative Assessment – this is used to check the progress of students.
- FOTs – this is done to determine the progress of the students every two weeks period.
- Portfolio Assessment – this is used to gather the progress of students.

Spring

- Analyze and evaluate sources and/or processes to support research, arguments, perspectives and an outcome.
- **HOMEWORK:**
- Set for Weekly/Fortnightly
- Presentations, Project works and Research (Individual and Group)
- **ASSESSMENT**
- Diagnostic Assessment – Baseline Test
- Formative Assessment – this is used to check the progress of students.
- FOTs – this is done to determine the progress of the students every two weeks period.
- Portfolio Assessment – this is used to gather the progress of students.

Summer

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture
- **SKILLS:**
- Analyze and evaluate the evidence and reasoning used to support claims, arguments and perspectives.
- Analyze and evaluate sources and/or processes to support research, arguments, perspectives and an outcome.
- Develop a line of reasoning to support an argument, a perspective, course(s) of action or outcome.
- **HOMEWORK:**
- Set for Weekly/Fortnightly
- Presentations, Project works and Research (Individual and Group)
- **ASSESSMENT**
- Diagnostic Assessment – Baseline Test
- Formative Assessment – this is used to check the progress of students.
- FOTs – this is done to determine the progress of the students every two weeks period.
- Portfolio Assessment – this is used to gather the progress of students.

Assessments

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

Resources

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

Resources

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

UAE Social Studies A



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

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

Curriculum

الكتاب المدرسي

Topics / Skills Coverage

Autumn

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

Spring

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

Summer

:- الدرس الأول
إدارة الموارد 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

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

Therefore, a need has been identified to transform the Moral Education and Social Studies curricula into one enhanced and comprehensive curriculum, which:

Preserves the rationale, purpose and intended learning outcomes of both curricula

Consists of a clearly structured framework

Contains a well-planned and progressive scope and sequence of units

Ensures comprehensive and efficient coverage of all learning outcomes



- Blessy Varghese, Curriculum Leader - MCE Subjects

Curriculum

United Arab Emirates Ministry of Education_ Grade 9

Topics / Skills Coverage

Autumn

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

Spring

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

Summer

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

Homework

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

Assessments

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

Recommended Reading List

[Recommended Reading List](#)

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

Moral Education

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

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



Blessy Varghese, Curriculum Leader - MCE Subjects

Curriculum

United Arab Emirates Ministry of Education_ Grade 9

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

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

Topics / Skills Coverage

Autumn

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

Skills:

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

Spring

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

Skills:

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

Summer

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

Skills:

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

Homework

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

Assessments

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

Physical Education



"I am delighted to be leading our fantastic Physical Education Department at Gems Westminster School RAK. Having been part of the WSR team for the last 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

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