



**DBS Wakra**  
**Curriculum Overview**  
**Year 10 Spring Term 1 2021/2022**

Year 10 Spring Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>English as a Second Language Paper 1 - Writing</u> <u>English as a Second Language Paper 2 - Listening</u>	Focusing on the summary task from the writing section; building vocabulary, especially synonyms and paraphrasing; understanding the requirements of the examination and practising in exam conditions; listening to a range of texts for understanding; understanding accent, the difference between spoken and written texts and colloquial language; understanding the requirements of the examination and practising in exam conditions; focusing on sentence structure and correct demarcation of different types of writing.	Identifying the key words in texts and summarise the content efficiently; having a large vocabulary from which to draw for paraphrasing answers; listening and identifying the key points of a variety of spoken texts; navigating accent and colloquial phraseology; showing confidence with the exam format and answering questions easily whilst listening to the texts; answer discrete questions on punctuation and syntax; transferring knowledge to written and spoken English with ease.
How will this be assessed?		Mock examinations: Reading and Writing Paper 1 Listening Paper 2	
Maths	<u>Shape</u> <u>Number</u> <u>Handling Data</u> <u>Algebra</u>	Learning the Sin Cos and Tan trigonometric ratios and how these can be used to find missing lengths and angles in right angled triangles; learning the sine and cosine rules	Finding the missing dimensions of contextual questions by picking the appropriate trigonometric rule or ratio; calculating angles of elevation or depression; calculating the growth or decay of an initial sum and using this to explain financial management and also the loss of habitats and species, along with a

		for finding missing length and angles in non-right angled triangles; learning to memorise the exact trig ratios; understanding percentage change with the topics of exponential growth and decay; learning why compound interest is an extremely important financial tool; learning to find the quartiles of discrete data and being able to draw and interpret a cumulative frequency table; using understanding of solving linear equations and algebraic manipulation to change the subject of an equation.	number of other contexts; explaining the difference between discrete and continuous data and explain why it changes the features of handling data; using their understanding of algebraic manipulation to solve a greater number of complex problem solving questions; rearranging the subject of a formula to allow them to solve simultaneous equations through substitution.
How will this be assessed?		End of topic assessment/quiz End of term test	
Biology	<u>Structure and functions in living organisms</u>	Understanding the importance of respiration; explaining how plants take in and release gases; learning how we can prove that leaves remove certain gases; describing how the respiratory system is adapted for gas exchange; learning the importance of a transport system in living organisms; describing the transport systems in plants.	Understanding how the process of respiration produces ATP in living organisms; knowing that ATP provides energy for cells; describing the differences between aerobic and anaerobic respiration; knowing the word equation and the balanced chemical symbol equation for aerobic respiration in living organisms; knowing the word equation for anaerobic respiration in plants and in animals; understanding the role of diffusion in gas exchange; understanding gas exchange (of carbon dioxide and oxygen) in relation to respiration and photosynthesis; understanding how the structure of the leaf is adapted for gas exchange; describing the role of stomata in gas exchange; understanding why simple, unicellular organisms can rely on diffusion for movement of substances in and out of the cell; understanding the

			need for a transport system in multicellular organisms; describing the role of phloem in transporting sucrose and amino acids between the leaves and other parts of the plant; describing the role of xylem in transporting water and mineral ions from the roots to other parts of the plant; understanding how water is absorbed by root hair cells.
How will this be assessed?		Practical skills with fully written reports; students will apply their knowledge and understanding to complete the task with the guidance from the success criteria; end of topic test to develop and continue to build exam technique and challenge.	
Chemistry	<u>Principles of chemistry</u>	Learning how ions are formed; describing how covalent and ionic and metallic bonds are formed; stating the properties of covalent and ionic and metallic compounds; understanding the process of Electrolysis.	Understanding how ions are formed by electron loss or gain; understanding why compounds with giant ionic lattices have high melting and boiling points; knowing that ionic compounds do not conduct electricity when solid, but do conduct electricity when molten and in aqueous solution; knowing that a covalent bond is formed between atoms by the sharing of a pair of electrons; describing key features of covalent and ionic bonding and how they are formed; understanding metallic bonding in terms of electrostatic attractions; describing experiments to investigate electrolysis, using inert electrodes, of molten compounds.
How will this be assessed?		Fully written reports for investigation into students will apply their knowledge and understanding to complete the task with the guidance from the success criteria grade ladder; end of topic test to develop and continue to build exam technique and challenge.	
Physics	<u>Waves</u>	Explaining the difference between longitudinal and transverse waves; knowing the definitions of amplitude, wavefront, frequency, wavelength and period of a wave; knowing and apply wave speed = frequency $\times$ wavelength; using the relationship between frequency and time	Knowing the order of the electromagnetic spectrum in terms of decreasing wavelength and increasing frequency, including the colours of the visible spectrum; explaining some of the uses of electromagnetic radiations; explaining the meaning of critical angle c

		period; explaining that all waves can be reflected and refracted	
How will this be assessed?		Fully written reports for investigation into students will apply their knowledge and understanding to complete the task with the guidance from the success criteria grade ladder; end of topic test to develop and continue to build exam technique and challenge.	
Arabic	<p>Week 1 وسائل التواصل الاجتماعي ودورها في الإعلام بناء الفعل للمجهول</p> <p>Week 2-3 تابع وسائل التواصل الاجتماعي ودورها في الإعلام نائب الفاعل</p> <p>Week 4-5 أثر الإعلام في حياتنا المفعول المطلق</p> <p>Week 6 الثقافة اختلاف الثقافات بين الشباب ظرفا الزمان والمكان الفقر حين يكون موضة تعدد اللغات المبتدأ والخبر</p> <p>Week 7 الثقافة</p> <p>Week 8 الزواج في العالم العربي</p> <p>Week 9 الزواج في العالم العربي أنواع الخبر</p> <p>Week 10 العادات والتقاليد 1 - تابع إعراب المبتدأ والخبر العطف</p> <p>Week 10 العادات والتقاليد</p> <p>Week 11 العادات والتقاليد</p>	<p>1. تطوير القراءة الصامتة والجهرية عند الطالب بحيث يصحح الطالب أخطاءه وذلك من خلال التحليل الصوتي للكلمة</p> <p>2. تطوير مهارة جمع وتوليد الأفكار من الانترنت بهدف الوصول للقراءة الجهرية بطلاقة</p> <p>3. تطوير توظيف معرفته بالفصحى للكتابة في موضوع مألوف بطلاقة نسبية تتفق و المطلوب منه في هذه المرحلة الدراسية الجديدة</p> <p>4. تقديم تحليل متوازن لقضية معينة بتقييم وجهات النظر المختلفة وذلك من خلال استكشاف طرق مختلفة للتخطيط للكتابة وعرضها من خلال عدد معين من الكلمات من (250:300) كلمة</p> <p>5. اتقان القواعد النحوية والتدريب عليها بأشكالها المختلفة والقدرة على إجابة الأسئلة والتدريبات عليها .</p>	<p>ت لمراعاة الفروق العمل على مس تويما تظهر أسلوبًا قويًا وتصميميًا / مرونة ؛ الفردية توقيت / ق ياس بدقة ؛ تدر يب الأقران تحمل المسؤولية - ب شكل فعال</p>
How will this be assessed?		المعلم وملاحظة الاختبارات خلال ومن المس تمر الواقعي التقييم خلال من فعال والمناقشة فعال ب شكل الطالب وسجل	

MFL	<u>El instituto</u>	Talking about different subjects, expressing opinions, describing teachers, uniforms and schools' facilities; practising all 4 skills (listening, reading, writing and speaking); using present, past and future tenses as well as both regular and irregular verbs; using some conditional tense with regular verbs.	Describing teachers, relationships, schools' facilities, typical days in school, and future plans; giving advice how to make the most out of school and discussing school rules, with a good degree of grammar accuracy; applying knowledge to understand both written and oral texts.
How will this be assessed?		All 4 skills will be assessed: writing, speaking, reading and listening.	
Geography	<u>Physical Environments: Rivers, Coasts and Hazards</u>	Applying and building on the fundamental building blocks of geographical knowledge; actively engaging in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds; developing their knowledge and understanding of geographical concepts and appreciating the relevance of these concepts to our changing world	Demonstrating knowledge of locations, places, processes, environments and different scales; demonstrating geographic understanding of concepts and how they are used in relation to places, environments and processes; applying knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements; selecting, adapting and using a variety of skills and techniques to investigate questions and issues and communicate findings.
How will this be assessed?		1 Mid Term examination 1 End of Term examination Keyword tests at regular intervals Extended writing tasks for exam style question	
History	<u>The USA, 1918-41</u>	Developing and extending knowledge and understanding of specified key events, periods and societies in history, and of the wide diversity of human experience; engaging in	Demonstrating knowledge and understanding of the key features and characteristics of the periods studied; explaining, analysing and making judgements about historical events and periods studied using second-order historical concepts; using a range of source material to comprehend, interpret

		<p>historical enquiry to develop as independent learners and as critical and reflective thinkers; developing the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context; developing an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them; organising and communicating their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	<p>and cross-refer sources; analysing and evaluating historical interpretations in the context of historical events studied.</p>
<p>How will this be assessed?</p>		<p>1 Mid Term examination 1 End of Term examination Keyword tests at regular intervals Extended writing tasks for exam style question</p>	
<p>ICT</p>	<p><u>Operating Online</u></p>	<p>Identifying the potential risks to data and personal information; understanding the impact of the internet on individuals; understanding the impact of the internet on organisations;</p>	<p>Understanding the risks to individuals and organisations of operating online; understanding the way in which risks can be managed by both individuals and organisations; being aware of the impact on individuals, organisations and society of the use of digital devices.</p>

		learning about types of online communities; knowing the implications of the use of digital technologies; understanding the availability of information online and the use of online information	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11. Ongoing coursework.	
Design Technology	<u>Mock NEA (Non examination assessment)</u>	Applying knowledge of industry to a given design task; working with a client/user to create imaginative and innovative ideas; working using materials and processes to manufacture high quality products; demonstrating their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice; developing imagination and using experimentation to develop ideas; developing critical thinking skills.	Showing evidence of developed investigation and identification of relevant design possibilities, which are fully justified in relation to the contextual challenge; demonstrating fully sound justification of the performance requirements for the product in relation to the contextual challenge; choosing design ideas which show fully appropriate application of calculations to determine all material quantities and technical details of materials, processes and components that could be interpreted by a third party; showing a fully sound understanding of material properties of the materials used in the prototype; showing a fully sound understanding of the need for accuracy; showing effective evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing fully appropriate conclusions from testing against measurable criteria.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11. Ongoing coursework.	