



DBS Wakra
Curriculum Overview
Year 10 Summer Term 2 2021/2022

Year 10 Summer Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>English as a Second Language – Revision</u>	Preparing for the two examinations for the two exam components they will be taking in May/ June. <u>Paper 1 - Reading and Writing</u> Demonstrating a sound understanding of what the examination involves and continuing to hone both English and exam skills; understanding the mark scheme requirements; undertaking actual real-time exam practise with past papers and exploring the examiner feedback from previous examination series. <u>Paper 2 - Listening</u> Continuing to perfect understanding of the requirements of the exam; practising past papers and a wide variety of listening activities; focussing on close-listening skills and vocabulary.	Spending at least three hours a week outside of school studying the extra materials provided and completing additional exam papers; utilising the feedback given and exploring ways to improve their personal targets; reading the questions closely and following the instructions; adhering closely to the word count and have utilising all previous feedback to improve work; understanding and utilising a wide vocabulary and explaining answers in a clear, succinct manner; identifying and focusing on keywords, picking out relevant synonyms in order to achieve a high grade.
How will this be assessed?		Continuous past exam paper assessments.	
Maths	<u>Shape</u> <u>Number</u> <u>Algebra</u>	Extending understanding of quadratic equations; solving quadratics in a number of different	Solving a quadratic equation using the most efficient method, ensuring mathematical accuracy; explaining how answers change as the determinant changes and the implications of this for

		ways (factorising, completing the square and using the quadratic formula) and understanding the merits of each method; determining which is the most efficient to use in a given scenario; recapping the key topic of straight line graphs; learning to find the equations of perpendicular and parallel lines; finding the midpoints and intersections of lines, and appreciating how these can be used to solve real life problems; finding the equation of different sequences of numbers; determining whether a number falls within a given sequence, and also finding the nth term of a given sequence; recapping the circle theorems they have already been taught	graphing quadratic equations; studying imaginary numbers, and explaining what an imaginary number is; answering a variety of questions concerning straight line graphs; finding the gradient of a line; determining whether a number is within a given sequence and also finding the nth term of an arithmetic sequence; understanding the links between this topic and that of straight line graphs; utilising these new circle theorems to answer quadratic equations questions
How will this be assessed?		End of topic assessment/quiz End of term test	
Biology	<u>Transport</u> <u>Excretion</u>	Looking at the needs of an efficient transport system in multicellular organisms; exploring the role of phloem and xylem in the transport system of flowering plants; learning about the composition of the blood and the role of plasma in transporting key substances; looking at the structure of the heart and its function	Explaining why unicellular organisms can rely on diffusion for movement of substances and multicellular organisms need a transport system; describing the role of phloem in transporting sucrose and amino acids between the leaves; describing the role of xylem in transporting water and mineral ions from the roots to other parts of the plant; describing the composition of the blood and explaining how it transports various substances; describing how the adaptations of red blood cells make them suitable for the transport of oxygen;

		and impact of diseases; learning about excretion in plants and humans; understanding how the kidney carries out its roles of excretion and osmoregulation	describing the structure and function of the heart and explain how the heart rate changes during exercise, under the influence of adrenaline; describing the three blood vessel and factor increasing heart disease; knowing the excretory products of the lungs, kidneys and skin (organs of excretion); describing the structure of the urinary system, including the kidneys, ureters, bladder and urethra; describing the role of ADH in regulating the water content of the blood; in flowering plants, understanding the origin of carbon dioxide and oxygen as waste products of metabolism and their loss from the stomata of a leaf.
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>Inorganic chemistry</u>	Understanding how the differences between the reactions of the elements in Group 1 with air and water provide evidence for the trend in reactivity; using knowledge of trends in Group 7 to predict the properties of other halogens.	Using knowledge of trends in Group 1 to predict the properties of other alkali metals; knowing the colours, physical states (at room temperature) and trends in physical properties of these elements; understanding how displacement reactions involving halogens and halides provide evidence for the trend in reactivity in Group 7; knowing the approximate percentages by volume of the four most abundant gases in dry air.
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>Energy resources & energy transfer</u>	Describing the different types of energy transfers, including energy stores; investigating the relationship between efficiency, useful energy output and total energy output; understanding and applying the relationship of work	Confidently rearranging energy equations to calculate unknown variables, such as time, velocity and mass; describing energy transfers involved in generating electricity, including wind, water, geothermal, solar, fossil fuels and nuclear power; describing the advantages and disadvantages of electricity generation from various renewable (solar, wind etc) and non-renewable (nuclear, fossil fuels) resources.

		done, gravitational potential energy, kinetic energy and power.	
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 والجهريّة 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 مأثوف بطلاقة نسبية تتفق و المطلوب منه في هذه المرحلة الدراسية الجديدة</p> <p>4. تقديم تحليل متوازن لفضية 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>العمل على مستويات لمراعاة الفروق الفردية تظهر أسلوبًا قويًا وتصميمًا / مرونة ؛ توقيت / قياس بدقة ؛ تدريب الأقران بشكل فعال – تحمل المسؤولية</p>
How will this be assessed?		من خلال التقييم الواقعي المستمر ومن خلال الاختبارات وملاحظة المعلم وسجل الطالب بشكل فعال والمناقشة الفعالة	
MFL	<u>El mundo del trabajo</u>	Recapping vocabulary for different jobs; giving preferences;	Describing orally or in written their preferences; discussing career choices and reasons; comparing jobs; holding a

		<p>doing interviews in class.</p> <p>Grammar focus:</p> <p>Using present, past and future tenses, both regular and irregular verbs; using some conditional tense with regular verbs; expressing complex opinions.</p>	<p>conversation to discuss with other students the importance of languages when finding a job; applying knowledge to understand both written and oral texts.</p>
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>	<p>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</p>	<p>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.</p>
How will this be assessed?		<p>1 Mid Term examination</p> <p>1 End of Term examination</p> <p>Keyword tests at regular intervals</p> <p>Extended writing tasks for exam style question</p>	
History	<u>Germany, 1918-45</u>	<p>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 historical enquiry to develop as independent learners</p>	<p>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, interpreting and cross-referring sources; analysing and evaluating historical</p>

		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 historical knowledge and understanding in different ways and reaching substantiated conclusions.	interpretations in the context of historical events studied
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	
ICT	<u>IGCSE Topic: Unit 4</u> <u>Applying ICT</u>	Learning to use a range of software applications effectively and appropriately.	Selecting appropriate software applications to meet needs; understanding the difference between data and information; working accurately and proofreading, using software facilities where appropriate for the task; identifying strengths and weaknesses and suggesting possible improvements.
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	Showing evidence of developed investigation and identification of

		<p>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.</p>	<p>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 measureable criteria.</p>
<p>How will this be assessed?</p>		<p>Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11. Ongoing coursework.</p>	