



# DBS Wakra

## Curriculum Overview

### Year 11 Autumn Term 1 2021/2022

Year 11 Autumn 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 - Reading</u> <u>English as a Second Language Paper 2 - Listening</u> <u>Grammar skills focus</u>	Reading a range of text types for comprehension, analysis and to infer meaning; building vocabulary; 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; ensuring understanding of word classification and their usage; ensuring understanding of the different tenses and their application.	Identifying the key words in texts and summarise the content efficiently; identifying whether to skim read or read for meaning and to do both rapidly; answering comprehension questions quickly, following the instructions closely; inferring meaning and demonstrating their understanding with clarity and grammatical accuracy; listening and identifying the key points of a variety of spoken texts; navigating accent and colloquial phraseology; answering discrete questions on word classification and tense; transferring knowledge to their written and spoken English with ease.
How will this be assessed?		Reading: Paper 1 exam practice Writing: Grammatically assessed short essay on a subject of their choice. Speaking and Listening: Paper 2 Listening exam practice.	
Maths	<b>Topic 1:</b> <u>Number</u> <b>Topic 2:</b> Algebra <b>Topic 3:</b> <u>Sequences</u>	Strengthening and expanding knowledge of topics that will perform the basis of	Number: understanding how to solve problems involving direct and indirect proportion; calculating the values of both negative and fractional indices;

	<p><b>Topic 4: <u>Shape and Space</u></b> <b><u>IGCSE key skills</u></b></p>	<p>much of the future IGCSE content; applying key concepts and knowledge to real life situations and problem solving scenarios; re-examining a variety of important skills from Number, Algebra, Sequences and Shapes to provide them with the strong foundations that the IGCSE requires.</p>	<p>understanding how to round to a given degree of accuracy or choose an appropriate one. Algebra: applying knowledge of proportion to algebraic problems and solve appropriately; understanding how to set up and solve quadratic equations through factorising and completing the square. Sequencing: finding formulas for given sequences; determining whether a particular number is a term of a sequence; calculating the sum of an arithmetic sequence. Shapes: solving angle problems using knowledge of circle theorems including: intersecting chords theorem &amp; alternate segment theorem</p>
<p>How will this be assessed?</p>		<p>Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, past paper questions. Exam at the end of Year 11.</p>	
<p>Biology</p>	<p><b><u>Co-ordination and Response</u></b> <b><u>Reproduction and inheritance</u></b></p>	<p>Understanding how organisms are able to respond to changes in their environment; explaining how homeostasis is the maintenance of a constant internal environment, and that body water content and body temperature are both examples of homeostasis; understanding that plants respond to stimuli; describing the structure and function of the eye as a receptor; understanding that fertilisation involves the fusion of a male and female gamete to produce a zygote that undergoes cell division and develops into an</p>	<p>Justifying equipment choice and measurement that are used during investigations; explaining how to reduce risks and record and analyse evidence in an effective way; understanding that a co-ordinated response requires a stimulus, a receptor and an effector; describing the geotropic and phototropic responses of roots and stems; understanding that stimulation of receptors in the sense organs sends electrical impulses along nerves into and out of the central nervous system, resulting in rapid responses; describing the structure and functioning of a simple reflex arc illustrated by the withdrawal of a finger from a hot object; describing the function of the eye in focusing on near and distant objects, and in responding to changes in light intensity; describing the role of the skin in temperature regulation, with reference to sweating, vasoconstriction and vasodilation; understanding the sources, roles and effects of the following hormones: adrenaline, insulin, testosterone, progesterone and</p>

		<p>embryo; describing the structures of an insect-pollinated and a wind-pollinated flower and explain how each is adapted for pollination; understanding that the genome is the entire DNA of an organism and that a gene is a section of a molecule of DNA that codes for a specific protein; understanding that most phenotypic features are the result of polygenic inheritance rather than single genes.</p>	<p>oestrogen; understanding that the growth of the pollen tube followed by fertilisation leads to seed and fruit formation; understanding that the nucleus of a cell contains chromosomes on which genes are located; describing how genes exist in alternative forms called alleles which give rise to differences in inherited characteristics; defining the meaning of the terms: dominant, recessive, homozygous, heterozygous, phenotype, and genotype; understanding how division of a diploid cell by mitosis produces two cells that contain identical sets of chromosomes; describing the division of a cell by meiosis produces four cells, each with half the number of chromosomes, and that this results in the formation of genetically different haploid gametes; explaining Darwin's theory of evolution by natural selection.</p>
How will this be assessed?		<p>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.</p>	
Chemistry	<u>Inorganic chemistry</u>	<p>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; understanding how metals can be arranged in a reactivity series based on their reactions with water and acid; understanding how to use the pH scale and Indicators; knowing the general rules for predicting the solubility</p>	<p>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; understanding how metals can be arranged in a reactivity series based on their displacement reactions between: metals, metal oxides and metal salts; knowing the conditions under which iron rusts; defining the terms oxidation and reduction; understanding that acids in aqueous solution are a source of hydrogen ions and alkalis in a aqueous solution are a source of hydroxide ions; describing an experiment to prepare a pure, dry sample</p>

		of ionic compounds in water; describing how to test for common gases.	of a soluble salt, starting from an insoluble reactant; describing tests for these gases: hydrogen, oxygen, carbon dioxide, ammonia and chlorine.
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>Solids, liquids and gases</u> <u>Magnetism and electromagnetism</u>	Knowing and using the relationship between density, mass and volume; using the relationship between pressure, force and area; knowing and using the relationship for pressure difference: pressure difference = height × density × gravitational field strength; explaining how molecules in a gas have random motion and that they exert a force and hence a pressure on the walls of a container; knowing that magnets repel and attract other magnets and attract magnetic substances; describing the properties of magnetically hard and soft materials; knowing that an electric current in a conductor produces a magnetic field around it; using the left-hand rule to predict the direction of the resulting force when a wire carries a current perpendicular to a magnetic field.	Explaining why heating a system will change the energy stored within the system and raise its temperature or produce changes of state; using the equation: change in thermal energy = mass × specific heat capacity × change in temperature; using the relationship between the pressure and volume of a fixed mass of gas at constant temperature; describing how to use two permanent magnets to produce a uniform magnetic field pattern; drawing magnetic field patterns for a straight wire, a flat circular coil and a solenoid when each is carrying a current; knowing and using the relationship between input (primary) and output (secondary) voltages and the turns ratio for a transformer; knowing and using the relationship: input power = output power (for 100% efficiency).

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.	
Geography	<u>Globalisation and Migration</u>	Learning about the rise of the global economy, the impacts of globalisation, the growing volume of migration, the impacts of migration, geopolitical relationships, the impacts of global tourism and plans to make tourism more sustainable.	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 appreciate the relevance of these concepts to our changing world
How will this be assessed?		This unit will be assessed through : <input type="checkbox"/> 1 <b>Mid Term</b> examination <input type="checkbox"/> 1 <b>End of Term</b> examination <input type="checkbox"/> Keyword tests at regular intervals <input type="checkbox"/> 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 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	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 and cross-refer sources; analysing and evaluate historical interpretations in the context of historical events studied.

		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 reach substantiated conclusions.	
	How will this be assessed?	This unit will be assessed through : <input type="checkbox"/> 1 <b>Mid Term</b> examination <input type="checkbox"/> 1 <b>End of Term</b> examination <input type="checkbox"/> Keyword tests at regular intervals <input type="checkbox"/> Extended writing tasks for exam style question	
<b>Arabic</b>	لمراعاة مس تويات على العمل تظهر ال فردية ال فروق مرونة / وتصميمًا قويًا أسلوبًا ؛ بدقة ق ياس / توق يت فعال ب شكل الأقران تدريب المسؤولة تحمل -	<p>Week 1 الأعمال ال تجارية، - فرص العمل، الوظائف ال تشد به.</p> <p>Week 2 ال صعوبات ال تي ما هي تواجه ال شد باب ال عرب في ال حصول على عمل ال مضارع إعراب</p> <p>Week 3 ل امرأة قدرات خارقة لا يسهل تعان بها في العمل و الإذ تاج وهي عامل مهم في الأداء ال اقتصادي ل كل مجتمع. ناقش هذا الرأي تابع إعراب ال مضارع</p> <p>Week 4 قضايا اقتصادية عربية وعالمية. ال بطالة ال شد باب و رضخًا لا نكرًا، ال سعارة</p> <p>Week 5</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 (300) كلمة</p> <p>5. اتقان القواعد النحوية والتدريب عليها بأشكالها المختلفة والقدرة على إجابة الأسئلة والتدريبات عليها . التذوق البلاغي والقدرة على استنتاج واستنباط مظاهر الجمال والتدليل عليها من خلال النص المقروء.</p>

الأط فال يد سد تحقون  
الرعاية و العناية لا أن  
يرمى بهم في أتون سوق  
العمل.  
كرامة العامل رأس مال لا  
يدس تهان به في دفع  
عجلة الاق تصاد و  
ال نهوض بالأمم.  
ال فعل ال لازم وال فعل  
الم تعدي  
ال بيئة

#### Week 6

الاح تباس الاحراري  
كم الاخ بريية وكم  
الاسد تفهامية  
بعض الامدسنان  
ال بديعية (الط باق  
الجناس) -ال سجع

#### Week 7

مصادر الطاقة  
ال تم ييز  
ال مم نوع من ال صرف

#### Week 8

اثر الإنسان على  
الحيوانات وال بحار  
تابع ال تم ييز

#### Week 9

مصادر الطاقة الم تجدد  
أساليب التوكيد

#### Week 10

مصادر الطاقة الم تجدد  
تابع

#### Week 11

الصحة  
الغذاء الصحي  
تابع الغذاء الصحي

#### Week 14

الصحة  
عمليات التجميل  
العناية بالجسم  
الامشدقات (اسم ال فاعل  
اسم ال فاعول -

#### Week 15

الصحة  
القيادة الم تهورة  
ال اخ بريية الأ ساليب  
والإنشائية

How will this be assessed?

التطبيقات الكاملة التي تحتوي على الأسئلة المذلة المطابقة  
لورقة الامتحان النهائية .  
من خلال إجابة نماذج متكاملة من أوراق الامتحانات لاسدنين

MFL	<u>El medio ambiente</u>	Talking about the weather and environmental problems in detail; practising all 4 skills (listening, reading, writing and speaking);	Describing orally or in written form the weather and environmental problems; discussing climate change, different types of pollution; proposing solutions of how to be more green; discussing the future of the planet (pros and cons) 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.	
PE	<u>Athletics Rounders</u>	Understanding and demonstrating sprint start technique; understanding and demonstrating sprinting technique; understanding and demonstrating triple jump technique; understanding and applying pace to a long distance race; understanding and applying the 3 baton change techniques in a relay race; understanding and demonstrating correct throwing technique in the shot put, discus and javelin; using correct technique in a hurdles race; developing under arm throwing/ bowling technique; understanding and demonstrating over arm throwing technique; applying fielding tactics to a game situation; developing an understanding of fielding positions; understanding and demonstrating correct batting technique;	Identifying correct techniques; applying correct techniques into race/competition/ game situations; peer-assessing and coaching, giving clear 'what went well' and 'even better if' feedback; self-assessing performance using correct techniques; exceeding physical expectations showing speed, power, accuracy, cardiovascular endurance and muscular endurance; applying a range of tactics in a small game; demonstrating leadership and communication skills in a game; competing to a high level outside of school; creating activities linked to the specific skill for lessons; promoting a love for the subject through their enthusiasm and commitment; developing understanding and knowledge on the key elements of health and well-being



		identifying short and long barrier techniques and applying it to a small game.	
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation.	
ICT	<p>Topic 1: <u>File Management</u></p> <p>Topic 2: <u>Word Processing</u></p> <p>Topic 3: <u>Presentation</u></p>	<p>Developing a range of skills in file management including, how to keep work secure by adding passwords to a range of documents and files; learning and understanding the need to use sensible filenames and formats alongside creating and managing files and folder structures; enhancing skills in presentation by creating master slides, placeholders, action buttons, hyperlinks, animations and transition effects; learning how to word process to a high standard through entering and editing text that is appropriate for a given context using accurate spelling, punctuation, and grammar; learning how to integrate in a single document by creating charts, tables, images, auto shapes, text boxes and values from spreadsheets.</p>	<p>Demonstrating knowledge and understanding of software skills and be able to produce high quality content in a range of different computer applications; knowing and understanding how to complete a series of tasks using file management, word processing and presentation; selecting appropriate applications to meet the needs of a selected task; identifying the main properties of software applications such as; Microsoft Word, PDF Files, and JPEG and describing the benefits and drawbacks of using certain applications in comparison to other methods; understanding the several methods applied to enhance data security; deciding on appropriate ways of securing data for a specific context.</p>
How will this be assessed?		<p>Students will be internally assessed at the end of each unit in preparation for their external examination taking place at the end of the academic year. This will be through a range of practical and written tasks.</p> <p>Students will engage in peer assessments throughout the term to</p>	

		help improve their examination technique and ability to produce high quality answers.	
Design Technology	<u>Specialist materials</u>	<p>Understanding design contexts; knowing the way in which the selection of ferrous and non-ferrous metals is influenced;</p> <p>understanding the impact of forces and stresses on ferrous and non ferrous metals and how they can be reinforced and stiffened;</p> <p>understanding stock forms &amp; alternative processes; exploring contextual challenges;</p> <p>outlining a design problem; identifying the needs of the End User; investigating existing products</p>	<p>Understanding the way in which the selection of materials or components is influenced by a range of factors, such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical; identifying and understanding client and user needs; writing a design brief and specifications; identifying opportunities and constraints that influence the processes of designing and making; investigating factors, such as environmental, social and economic challenges, in order to identify opportunities and constraints that influence the processes of designing and making.</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	