



DBS Wakra
Curriculum Overview
Year 11 Autumn Term 2 2021/2022

Year 11 Autumn Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>English Language Paper 2</u> <u>Section A: Fiction Poetry</u> <u>and Prose</u> <u>Literature Paper1</u> <u>Section B:</u> <u>Transactional Writing</u>	Reading a wide range of texts fluently and with good understanding, reading critically and using knowledge gained from wide reading to inform and improve own writing, writing effectively and coherently using Standard English appropriately; acquiring and applying a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.	<p>Reading skills Demonstrating a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement; showing understanding of texts and the contexts in which they were written; writing effective PEED+ responses, analysing characters, themes and language and making clear inferences on the text; justifying interpretations and linking them to context and the intentions of the writers.</p> <p>Writing skills Communicating effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audience; writing clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</p>
How will this be assessed?		Exam practice papers for: English Language Paper 1B English Language Paper 2A English Literature Paper 1B	
Maths	<u>IGCSE key skills</u>	Consolidating and stretching understanding of topics that will perform the basis of much of the future IGCSE content; revisiting some key skills from Number, Algebra, Graphs and Shapes to give the strong foundations that the IGCSE requires.	Graphs: understanding the concept of gradient and comparing two lines using the gradient and y-intercept; drawing and interpreting these graphs; extending their understanding of graphs to Quadratic, and other non-linear graphs where they will be able to identify key features. Shapes: finding missing side lengths in 2D and 3D shapes using Pythagoras Theorem; using Circle Theorems, and memorising these for future problems; understanding how Trigonometry can be used, by using

			<p>the Sin, Cos and Tan ratios to find missing side lengths and angles.</p> <p>Algebra: competently factorising an algebraic equation; using knowledge of solving linear equations to address simultaneous equations.</p> <p>Number: finding the percentage of any amount and extending this knowledge to growth and decay questions; using a compound interest formula to calculate the percentage change over time.</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, past paper questions. Exam at the end of Year 11.	
Biology	<u>Co-ordination and Response</u> <u>Reproduction and inheritance</u>	<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 embryo; describing the structures of an insect-pollinated and a wind-pollinated flower and explain how each is adapted for pollination; understanding that the</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 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</p>

		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.	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.
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; 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 of ionic compounds in water; describing how to test for common gases.	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 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</u> <u>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>Economic Activity and</u> <u>Energy</u>	Applying and building on the fundamental building blocks of geographical	Demonstrating knowledge of locations, places, processes, environments and different scales; demonstrating geographic understanding of concepts and how they

		<p>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 knowledge and understanding of geographical concepts and appreciating the relevance of these concepts to our changing world</p>	<p>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>This unit will be assessed through :</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 Mid Term examination <input type="checkbox"/> 1 End of Term 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>	<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 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,</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, interpret and cross-refer sources; analysing and evaluate historical interpretations in the context of historical events studied.</p>

		<p>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.</p>	
<p>How will this be assessed?</p>		<p>This unit will be assessed through :</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 Mid Term examination <input type="checkbox"/> 1 End of Term examination <input type="checkbox"/> Keyword tests at regular intervals <input type="checkbox"/> Extended writing tasks for exam style question 	
<p>Arabic</p>	<p>لمراعاة مسد تويات على العمل تظهر ال فردية ال فروق ؛ مرونة / وتصميماً قوياً أسلوبياً ؛ بدقة ق ياس / توق يت فعال ب شكل الأقران تدريب المسؤولة تحمل -</p>	<p>Week 1 الأعمال ال تجارية، - فرص العمل، ال وظائف. ال تشد بيه.</p> <p>Week 2 ال صعوبات ال تي ماهي تواجه ال شد باب ال عرب في ال حصول على عمل ال مضارع إعراب</p> <p>Week 3 ل المرأة قدرات خارقة لا يسد تهان بها في ال عمل و الإذ تاج وهي عامل مهم في الأداء ال اق تصادي ل كل مجتمع ناقش هذا ال رأي تابع اعراب ال مضارع</p> <p>Week 4 قضايا ال تصادية عربية وعالمية. ال بطالة ال شد باب و رضخاً لا نكرلاً، ال اسد تعارة</p> <p>Week 5 الأط فال يسد تحقون ال رعائية و ال عنائية لا أن</p>	<p>1. تطوير القراءة الصامتة والجهرية عند الطالب بحيث يصحح الطالب اخطائه 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>

		<p>يرمى بهم في أتون سوق العمل. كرامة العامل رأس مال لا يسدتهان به في دفع عجلة الاق تصاد و ال نهوض ب الأمام. ال فعل ال لازم وال فعل ال م تعدي ال بيئة Week 6 الاح تباس ال حراري كم ال خ برية وكم ال اسد تفهامية ب بعض الامحسنيات ال بديعية (الط باق ال جناس) -ال سجع Week 7 مصادر الطاقة ال تم ييز ال ممنوع من ال صرف Week 8 اثر الإند سان على ال حيوانات وال بحار تابع ال تم ييز Week 9 مصادر الطاقة ال م تجددة أسال يب ال توك يد Week 10 مصادر الطاقة ال م تجددة) تابع) Week 11 ال صحة ال غذاء ال صحي تابع ال غذاء ال صحي Week 14 ال صحة عمليات ال تجميل ال عناية ب ال جسم ال مشدقات (اسم ال فاعل اسم ال فعول - Week 15 ال صحة ال قيادة ال م تهورة ال خ برية الأ سال يب والإند شائية</p>	
How will this be assessed?	<p>ال تط بيقات ال كاملة ال تي تح توي على الأ سدئلة ال مخ تلفة ال مطابقة ل ورقة الامتحان ال نهائية . من خلال إجابة نماذج م تكاملة من أواق الامتحانات ل لسدين</p>		
MFL	<u>El medio ambiente</u>	Talking about the weather and	Describing orally or in written form the weather and enviomental problems;

		<p>environmental problems in detail; practising all 4 skills (listening, reading, writing and speaking);</p>	<p>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.</p>
How will this be assessed?		All 4 skills will be assessed: writing, speaking, reading and listening.	
PE	<p><u>Athletics</u> <u>Rounders</u></p>	<p>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 short and long barrier techniques</p>	<p>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</p>

		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	<u>Topic 1: Graphics</u> <u>Topic 2: Web Authoring</u> <u>Topic 3: Advanced Excel</u>	<p>Graphics: explaining features of image types including bitmap and vector images; creating digital images by combining basic shapes and text and edit images: through image editing, cropping, adding captions/text, editing/deletion of unwanted aspects.</p> <p>Web Authoring: using Kompozer software to create a webpage using a variety of techniques including, tables, page features, banners and navigation; learning how to edit web pages by inserting/removing HTML code and thus change the design or and colour of the page.</p> <p>Advanced Excel: Developing a range of skills in excel including using formulae; applying arithmetic operators (plus, minus, multiply, divide), percentage, single operators, multiple operators, absolute and relative cell referencing, named cells/ranges and replicating effectively; being aware of the universal nature of these programmes and the growing importance of 'access</p>	<p>Demonstrating knowledge and understanding of software skills and being able to produce high quality content in a range of different computer applications; knowing and understanding how to complete a series of tasks using graphics, web authoring and excel software; 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; using a range of functions including SUM, AVERAGE, IF, VLOOKUP /LOOKUP, MAXIMUM, MINIMUM, COUNT (COUNTA, COUNTIF), LENGTH, PRODUCT.</p>

		everywhere' developments.	
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 help improve their examination technique and ability to produce high quality answers.</p>	
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 & 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.	