



DBS Wakra
Curriculum Overview
Year 9 Autumn Term 1 2021/2022

Year 9 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Gothic Fiction</u>	Studying a variety of short extracts building on analytical skills – the extracts will be both pre and post 1914 literature to offer a variety of styles and themes for the students to explore; exploring how Gothic Fiction uses pathetic fallacy to create mood and atmosphere and how texts explore Victorian beliefs.	<p><u>Reading skills</u> 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 PEEE responses, students will be able to analyse characters, themes and language and make clear inferences on the text; justifying interpretations and linking them to context and the intentions of the writers.</p> <p><u>Writing skills</u> 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?		1.1: Write a restaurant review for a travel magazine. (non-fiction writing) 1.2: Write a guide to survival on a deserted island. (non-fiction writing) 1.3: How does Golding present the character of Simon? (reading response)	
Maths	<u>IGCSE key skills</u> <u>Topic 1 - Number</u> <u>Topic 2 - Algebra</u> <u>Topic 3 - Graphs</u> <u>Topic 4 - Shapes</u>	Consolidating and stretching understanding of topics which are the basis of much of the future IGCSE content; revisiting some key skills from Number, Algebra, Graphs and	Number: Using all four number operations (add, subtract, divide and multiply) with integers, decimals and fractions; rounding to a given degree of accuracy, or choosing an appropriate one. Algebra: forming and solving simple linear equations; rearranging equations to make a given term the subject of an equation

		Shapes to give the strong foundations which the IGCSE requires.	and applying these skills to shape and angle problem solving questions. Graphs: understanding the concept of gradient and compare two lines using the gradient and y-intercept. Shapes: constructing accurate triangles with straight lines to the nearest millimeter and angles to the nearest degree; finding missing angles in shapes using a variety of angle rules.
How will this be assessed?		End of unit test and end of term test	
Science	<u>Variation for Survival</u>	Exploring variation between and within species; identifying the causes and types of variation and the importance of biodiversity; describing the difference between artificial and natural selection; discovering how scientists developed the current international system for naming and classifying organisms, as well as how scientists compete and collaborate to make new discoveries	Understanding how natural and artificial selection operates; explaining how artificially selected features we favour in organisms can upset the balance of nature, leaving organisms vulnerable to natural selection processes if their environment changes; describing how scientists use the current international naming system to classify organisms; describing how DNA was discovered and the collaboration between scientists; understanding the importance of inheritance through chromosomes, genes and DNA.
How will this be assessed?		Fully written reports for investigation on forces acting on an object; applying knowledge and understanding to complete the task with guidance from the success criteria grade ladder; end of topic test to develop and continue to build exam technique and challenge.	
Geography	<u>Earth's structure</u> <u>Earth's resources</u>	Deepening existing knowledge of the Earth's structure: the importance of rock cycle and rock types and their formation; understanding that resources are finite and the solutions to its usage: should resources be managed in a sustainable manner or is this not fair for the	Showing an appreciation of the resulting geographical patterns and the geographical characteristics of particular places and environments, and their interdependence; being able to explain in detail the formation of rocks using sketches and annotated diagrams; using data to back up opinions and improve arguments for the sustainable use of resources and furthermore giving well thought alternate solutions.

		developing countries?	
How will this be assessed?		End of term exam testing the following skills: <input type="checkbox"/> Understanding of patterns, processes and environmental change <input type="checkbox"/> Contextual knowledge of location <input type="checkbox"/> Application of geographical skills	
History	<u>Democracy in Britain in the 19th Century; World War 1</u>	Learning about the key events of the early 1900s which shaped Britain; learning to evaluate the short and long-term significance of events by analysing a range of sources and historical evidence; learning about the alliances before and during World War 1; analysing primary and secondary sources with the goal of understanding the short and long term causes of the war.	Forming a developed judgement of the factors influencing key events and turning points; evaluating the reliability and prioritising the importance of a range of sources and historical evidence
How will this be assessed?		End of term exam testing skills in <input type="checkbox"/> Chronology <input type="checkbox"/> Knowledge <input type="checkbox"/> Cause and consequence <input type="checkbox"/> Using Evidence Essay -The alliance system was the main cause of the outbreak of World War One. To what extent do you agree with this statement?	
Arabic	<u>القرائة</u> المرأة صدموا الرجل - لمندفلوطي قصيدته بطل الصحراء - لأحمد شوقي السانجة لأذطوم - تشد يخوف قصيدته زهرة الصحراء - لمبارك بن سيف آل ثاني اللغة العربية والعلوم الحديثة <u>الكلمة والجملة وال بلاغة</u> التشبيه والاستعارة-	من خلال تعزيز مهارة 1 القرائة الصامتة و القرائة الجهرية يك تسب القدرة على الطلاب تحديد نوع النص ، ومعرفة بعض خصائصه الأدبية . تطوير الزاد المعرفي و 2 اللغوي وتعلم مفردات جديد استنتاج الفكرة 3 الأفكار وكل الرديسة الفرعية ، فبها كما الرأي وإبداء يقوم بتلخيص الدرس. إجابة الأسئلة المباشرة وغير المباشرة.	يهرتظ العمل على مستويات لمرعاة الفروق الفردية دقة ؛ أسلوبًا قويًا وتصميمًا / مرونة ؛ توقيت / قياس ب تحمل تدريب الأقران بشكل فعال المسؤولية

	<p>يضم امل ال عمل دانس ال صد يح و ال فعل الماضي المع تل إلى ضمائر الرفع ال متصل الاسد ثناء- ال مؤثرات ال صوتية و - المعنوية ال نعت و أذواعه- ال عطف- ال توكيد ال لفظي و - المعنوي ال تعبير ال كتابي و تكامل ب بين الرجل ال- المرأة ك تابة ق صة و وصف - ال شخصيات و صف موقف- نثر اب يات و إبداء الاري - ف بها ب عدال تعلم عن - ل تحدثا - سرد ق صة- ل شعر ال وطني في دولة ال- ق طر</p>	<p>قواعد الالامام ب معظم 4 ال صف ال تاسع تمثيلاً واستخراجاً وإعراباً قراعتس الال و هي بشتل ال و قيت وصل ال تارث و مل ال المعنوية، إسناد ال فعل الماضي ال صد يح و ل ي ضمائر ال المع تل إ الرفع ال متصل ك تابة الال ال لينة 5 في آخر الأسماء و الأفعال ال ثلاثية و الغير ثلاثية ك تابة صديحة. ك تابة مقال عن الرجل 6 و المرأة ك تابة ق صة م تكاملة ال عناصر و ال تركيز على و صف ال شخصيات ك تابة و صف لموقف مؤثر إبداء الاري ال نقدي في أب يات شعريية ب عد نثرها ال تعبير ب طلاقة و 7 ال تحدث ب ال فصحي و توظيف ل لغة ال جسد .</p>	
<p>How will this be assessed?</p>	<p>على جميع ت ط ب يقات ال كاملة ال تي ت ح توي ال قواعد -ال ك تابة -المهارات (ال قراءة وال فهم الإملاء الاختبارات ال فصلية ال تي ت ح توي على جميع ال قواعد -ال ك تابة -المهارات (ال قراءة وال فهم الامل) ب جاذب الاختبارات ال ش فوية ال تي ت قيس قدرة ال طالب على الاسد تماع ال ج يد ال تحدث ب ال لغة ال عربيية ال فصديحة</p>		
<p>MFL</p>	<p><u>Me present; El cole</u></p>	<p>Learning how to talk about family, how to describe home, daily routine and school. Grammar Focus- Using question words; using present tense of some key verbs; improving the use of adjectives; using connectives; using</p>	<p>Talking confidently and articulately about an area, discussing its advantages and disadvantages.</p>

		prepositions accurately; being introduced to reflexive verbs: <i>Ser, estar, hay</i> and the imperfect tense.	
How will this be assessed?		Written assessment	
Music	<u>Ukulele; Harmonising; Chord Progressions</u>	Gaining knowledge of the design and features of the ukulele; understanding how the instrument works and developing their skills in playing it; reading ukulele chord boxes; knowing how chords are made up & identifying chords by sight from a given melody; understanding how chords are chosen to harmonise a basic work and how they interact with each other; knowing the cadences of chord progressions and choosing correct chords	Playing all our chosen chords, in time, as a group, accompanying classes as they sing; transitioning between chords for their songs and playing individually and as part of a group; identifying correct chords to harmonise a given note or chord; explaining all decisions articulately; taking a melody line and choosing acceptable chords at points indicated; writing bass notes to accompany chosen chords
How will this be assessed?		Practical performance; end of term assessment	
Art	<u>Maori & aboriginal art</u>	Building upon existing drawing/painting skills; understanding the Maori movement; understanding Aboriginal art; using research to create a Maori style inspired mask; creating an aboriginal inspired work of art.	Demonstrating understanding of the Maori and Aboriginal art movements through research; using research to create separate pieces of art work; linking to the relevant art movement; using a variety of techniques including papier maché.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework, project final grading.	
PE	<u>Health Related Fitness</u>	Developing knowledge of what is Health Related Fitness (HRF); understanding how	Working at maximal levels while showing good technique and determination/resilience; timing/measuring accurately; peer

		students can improve components of their HRF, and in turn how this would then improve them as an athlete within their favourite sports; following individual workouts to further improve their HRF.	coaching effectively; show an improvement from baseline scores and understanding how improvements have been secured.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on the CAD.	
ICT	<u>Designing an app & algorithms</u>	Using of ACCESSFM to analyse existing apps; carrying out market research on popular apps; following the iterative design process; troubleshooting problems while testing; evaluating designs and suggesting improvements; developing an understanding of different types of algorithms.	Knowing that computers represent data as binary; knowing how to convert denary numbers and characters to binary numbers; knowing what an algorithm is & identifying different types of algorithm; converting denary numbers and characters to binary numbers; designing an algorithm, using a flowchart.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Headphone wrap</u>	Analysing existing products in the market to understand the positives and negatives about the product; researching the anthropometric features in preparation for the design of a headphone wrap; providing peers with critical feedback; applying knowledge of injection moulding to practical work; understanding the 6 key purposes of	Theory Completing the analysis page in their workbook; displaying a detailed understanding of each spec point – stating their point, explaining the point and then adding how they will test it in the evaluation stage; creating 4 varied designs Practical Using hand tools accurately to produce a high quality prototype; using the glue guns appropriately to injection mould their designs; using the vacuum former to produce high quality packaging

		packaging; using the vacuum former safely and accurately	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	