DBS Wakra
Curriculum Overview
Year 9 Autumn Term 2 2021/2022

Year 9 Autumn Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	Gothic Fiction	Understanding Gothic conventions and their place in media; analysing a media text, including the correct terminology and analytical language; studying the conventions of a variety of media texts: film poster, trailers, short film, animation, feature film, etc; learning the effect and purpose of these conventions and how to analyse their success; knowing how to apply these conventions into our own texts to create a desired effect.	**Reading skills** Demonstrating a close knowledge and understanding of texts (in this case the media texts studied), maintaining a critical style and presenting an informed personal engagement; showing understanding of media terminology and the context in which they created; writing effective PEED+ responses; analysing characters, themes, language and a range of moving image techniques and making clear inferences on the text; justifying interpretations and linking them to context and the intentions of the writers and directors. **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. **Speaking and Listening** Contribute in class discussions, listening carefully to other students and building upon their answers; presenting findings to the class using appropriate register, language and tone for the task and with confidence.
How will this be assessed?		Reading: Mise en scene analysis Writing: Script-writing Speaking and Listening: Presenting a media project	
Maths	Topic 1 - Number Topic 2 - Algebra Topic 3 - Graphs Topic 4 - Shapes	Consolidating and stretching understanding of topics that will perform the	Number: using all four number operations (add, subtract, divide and multiply) with integers, decimals and fractions; rounding

		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.	to a given degree of accuracy, or choose an appropriate one. Algebra: forming and solving simple linear equations; rearranging equations to make a given term the subject of an equation and applying these skills to shape and angle problem solving questions. Graphs: understanding the concept of gradient and comparing two lines using the gradient and y-intercept. Shapes: constructing accurate triangles with straight lines to the nearest millimetre 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> <u>Obtaining Useful Materials</u> <u>Motions on Earth and in Space</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; describing how metal ores are extracted from the Earth; investigating the reactivity of different metals; researching different displacement reactions and extracting iron using carbon; describing endothermic and exothermic reactions; describing	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; describing different techniques used to extract metal ores and explain the environmental impact; using evidence to describe reactivity series and use formulas to represent reactions; explaining energy changes that take place during endothermic and exothermic reaction; explaining the use of catalyst using examples; linking properties of ceramic to their use and explain what polymers are; explaining the benefits of using composite; explaining distance–time graphs for complex journeys, including where an object travels at different speeds and accelerates at different rates; applying the concept of relative motion to several moving objects in a variety of situations; explaining how multiple forces

		how catalysts work and exploring properties of ceramic and polymers; describing composite and its uses; collecting data and presenting in a suitable format; analysing data on a distance-time graphs; describing objects travelling at different speeds; investigating the forces acting on an object when moving or stationary; researching how gravity affects the weight of an object and how the movement of the Earth on its tilt causes seasons and the relationships between the Sun, Earth and Moon; exploring the differences between the Sun, other stars and galaxies.	may or may not be in equilibrium and identify the effect this has on an object; explaining the relationship between gravitational field and the weight of an object; explaining the causes of daily and seasonal changes and the relative movement of the Sun, Earth and Moon using the idea of gravity; explaining the relationship between the Sun, other stars and galaxies.
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>From Rock to Soil</u> <u>Earth's resources</u>	Deepening existing knowledge of the Earth's structure; knowing the importance of rock cycle, the 3 rock types and their formation; understanding that the Earth is a dynamic structure with constant moving parts that create features such as volcanoes and mountain ranges; describing the main forms of weathering and erosion and in	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. describe the freshwater distribution around the world; explaining reasons for the scarcity of freshwater; explaining using data how humans are increasing the rate of desertification; using data to back up opinions and improve arguments for the sustainable use of resources and furthermore giving well thought alternate solutions; comparing and contract renewable energy sources.

		what climates they are most likely to occur in; understanding how soil is formed and the importance of soil to human civilization with case study examples; understanding that resources are finite and the solutions to its usage.	
How will this be assessed?		End of term **exam** testing the following skills: ❑ Describing how the main rock groups are formed ❑ Link between the Earth's resources and human habitats ❑ Contextual knowledge of location ❑ Application of geographical skills	
History	<u>World War 1</u>	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; learning about the key battles of the war, life for soldiers in the trenches, the impact the war had on the lives of the soldiers and the outcomes of this terrible conflict that still affect the world today.	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 ❑ Chronology ❑ Knowledge ❑ Cause and consequence ❑ 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>الـ قراءة</u>** الـ مرأة صـ نو الـ رجل - لـ لمـ نـ فـ لوطي	1 من خـلال تـ عزيـ ز مهارة الـ قراءة الـ صامـ تة و الـ قراءة الـ جهريـ ة يـ كـ تـ سب الـ قدرة عـ لى الـ طالـ ب	هر تظ العمل على مستويات لمراعاة الفروق الفردية دقـ ة ؛ أسلوبًا قويًا وتصميمًا / مرونة ؛ توقيت / قياس ب تـ حمل –تـ دريـ ب الأقـ ران بـ شكل فـ عال الـ مـ سؤولـ ية

	قصيدة بطل الصحراء - لأحمد شوقي الساذجة لأنطوم - تشيخوف قصيدة زهرة الصحراء - لمبارك بن سيف آل ثاني اللغة العربية والعلوم الحديثة **الكلمة والجملة والبلاغة** التشبيه والاستعارة- إسناد الفعل الماضي_ والفعل الصحيح الماضي المعتل إلى ضمائر الرفع المتصلة الاستثناء- المؤثرات الصوتية و - المعنوية النعت وأنواعه- العطف- التوكيد اللفظي و - المعنوي **التعبير الكتابي** التكامل بين الرجل و- المرأة كتابة قصة ووصف - الشخصيات وصف موقف- نثريات وإبداء الراي - فيها التعلم عن بعد- **التحدث** سرد قصة- الشعر الوطني في دولة - قطر	تحديد نوع النص، ومعرفة بعض خصائصه الأسلوبية. 2 تطوير الزاد المعرفي واللغوي وتعلّم مفردات جديدة. 3 استنتاج الفكرة الأفكار الرئيسة وكل الفرعية، فيها كما الرأي وإبداء يقوم بتلخيص الدرس. إجابة الأسئلة المباشرة وغير المباشرة. 4 قواعد الإلمام بمعظم الصف التاسع تمثيلًا واستخراجًا وإعرابًا (التشبيه والاستعارة و المؤثرات الصوتية و المعنوية, إسناد الفعل الماضي الصحيح و المعتل إلى ضمائر الرفع المتصلة) 5 كتابة الألف اللينة في آخر الأسماء و الأفعال الثلاثية و غير الثلاثية كتابة صحيحة. 6 كتابة مقال عن الرجل و المرأة كتابة قصة متكاملة العناصر و التركيز على وصف الشخصيات كتابة وصف لموقف مؤثر إبداء الرأي النقدي في أبيات شعرية بعد نثرها 7 التعبير بطلاقة و التحدث بالفصحى و توظيف لغة الجسد.	
How will this be assessed?		التي تحتوي على جميع تطبيقات الكاملة —القواعد -الكتابة —المهارات(القراءة والفهم الإملاء الاختبارات الفصلية التي تحتوي على جميع —القواعد -الكتابة —المهارات (القراءة والفهم الإملاء) بجانب الاختبارات الشفوية التي تقيس قدرة الطالب على الاستماع الجيد العربية التحدث باللغة الفصيحة	

MFL	Me present; El cole	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 prepositions accurately; being introduced to reflexive verbs: *Ser, estar, hay* and the imperfect tense.	Talking confidently and articulately about an area, discussing its advantages and disadvantages.
How will this be assessed?		Written assessment	
Music	Reggae	Identifying reggae style; learning how music can reflect a time and place, and how disparate cultures can influence each other's music; learning how Reggae music started, its origins through Mento, Calypso and Ska, and how it uses syncopated rhythms, bass riffs and chords	Identifying characteristics of reggae; playing bass riff/melody and syncopation rhythm; creating and performing simple reggae song; recording in music software reggae instrumental track and record main vocal with back vocals (harmony).
How will this be assessed?		Practical performance; end of term assessment	
Art	Maori & aboriginal art	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	Athletics Rounders Badminton Health & Fitness	Understanding and demonstrating sprint start technique, sprinting technique, triple jump technique; understanding and apply 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 and applying it to a small game; replicating core skills (forehand, backhand, serve, smash, drop shot); outwitting opponents in an attacking situation; understanding the game rules and team play; developing decision	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; assessing own performance using correct technique; 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; correctly identifying and playing the most effective shots during a game; utilising the space of the court and playing shots into space to defeat opponents; working tactically with a teammate to successfully defend all areas of the court; refining shots, improving accuracy and precision; applying any component of fitness to any given sport and creating a sequence of exercises relating to components; consistently demonstrating all components of fitness in a range of sports; demonstrating maximum effort, improved/very good fitness level, and analysing the effectiveness of fitness testing; explaining how the body reaches max heart rate, and showing maximum effort in order to increase exercise intensity to reach near max HR; giving maximum effort, being able to continue exercise for prolonged periods of time, and being able to analyse which types of training would benefit different sports; identifying and explain why these changes occur; identifying aerobic and anaerobic activities and explain the benefits of each; understanding which fitness activity would develop performance in different sports.

		making/problem solving skills; replicating more advanced core skills (backhand flick/clear, serve variations & disguised drop shot); developing tactical use of clear and drop shots to beat opposition; identifying, understanding and applying all components of fitness; identifying a number of fitness tests, and understanding when they should be used; identifying and calculating maximum heart rate, and its effects on fitness level; knowing and explaining different types of training; understanding the effects that exercise has on the body – short term and long term; learning about energy systems – aerobic and anaerobic; learning a range of different fitness activities such as aerobics, HIIT, plyometrics, boxercise.	
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on a tracker.	
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;	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.

		evaluating designs and suggesting improvements; developing an understanding of different types of algorithms.	
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 packaging; using the vacuum former safely and accurately	**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
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	