



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

Year 9 Spring Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>War Poetry and Literature</u>	Studying a range of War poetry from WW1, WW2 and other conflicts; revising and securing their understanding of literary terminology and developing the skills to annotate a poem effectively in preparation for IGCSE; studying Wilfred Owen as a case study creating an individual presentation to demonstrate both their poetical understanding and their individual presentation skills.	Reading and understanding a poem for content and context, its form, structure and language; making perceptive comments and speculating on different ideas; annotating the poem clearly with a wide range of literary devices and explaining these when required; showing a depth of understanding that enables clear presentations; demonstrating a wide vocabulary and clear enunciation; 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.
How will this be assessed?		1.1: Poetry annotation - reading 1.2: Individual presentation - Wilfred Owen	
Maths	<u>Shape</u> <u>Handling Data</u> <u>Number</u> <u>Algebra</u>	Learning Pythagoras Theorem for finding missing sides in right angled triangles; learning to use the Circle Theorems and using these to find missing angles in circles; learning how to design and interpret frequency tables and extending their knowledge of averages and the range to be able to calculate or estimate these from a frequency table;	Using Pythagoras theorem for a number of different contextual questions; extending this to using Pythagoras in 3D shapes; explaining how to find missing angles in circles using one of the circle theorems; explaining if an average fits the data provided and explaining how changes to the data would affect the average; picking the most efficient method for calculating the HCF and LCM of given numbers and explaining how the process of prime factor decomposition works; using one method of finding quantities in a given ratio to solve questions involving different topics; plotting quadratic graphs and using understanding of factorising to find the points of interception and turning point;

		<p>learning new methods for calculating the highest common factor and lowest common multiple of two or three numbers; sharing amounts using ratios and comparing the size of ratios; extending current understanding of factorising, to use this with quadratic equations; using knowledge of factorising and simplifying to begin to simplify algebraic fractions; solving simultaneous equations by elimination or substitution.</p>	<p>illustrating on a graph the point of intersection between two linear equations and explaining how this might help with decision making.</p>
How will this be assessed?		<p>End of topic assessment/quiz End of term test</p>	
Science	<p><u>The nature and variety of living organisms.</u> <u>Structure and functions in living organisms</u> <u>Principles of chemistry</u></p>	<p>Carrying out investigations using the equipment accurately and safely; exploring the characteristics of living things; describing the common features shown by eukaryotic organisms: plants, animals, fungi and Protoctista; describing the common features of prokaryotic organisms; understanding what pathogens are; understanding the level of organisation in organisms; exploring cell structure and functions; describing the key structures and function of plant and animal cells; explaining</p>	<p>Justifying equipment choice and measurement that are used during investigations; explaining how to reduce risks and recording and analysing evidence in an effective way; describing the characteristics required to classify living things; describing the common features displayed with eukaryotic organisms and their functions; describing the common features displayed with prokaryotic organisms and their functions; describing examples of pathogens and their key features; describing the levels of organisation in organisms: organelles, cells, tissues, organs and systems; describing the structures and functions of the nucleus, cytoplasm, cell membrane, cell wall, mitochondria, chloroplasts, ribosomes and vacuole; explaining the difference between plant and animal cells; describing the structure of carbohydrates, proteins and lipids and Investigate food samples for the presence of glucose, starch, protein and fat; investigating how</p>

		<p>the similarities and difference between them; identifying structures of structure of biological molecules and understanding the role of enzymes as biological catalysts in metabolic reactions; describing how different factors affect the rate of enzyme reactions; investigating the different processes that allow movement of substances into and out of cells; identifying the leaf structure and describe photosynthesis; understanding balanced diet in human, the process of digestion; understanding the three states of matter and the interconversions; classifying a substance as an element, compound or mixture and describing the different the different experimental techniques for the separation of mixtures.</p>	<p>enzyme activity can be affected by temperature and pH; describing the different processes that allow substances to move within cells e.g. diffusion, osmosis and active transport; describing key structure and functions of a leaf and explaining the process of photosynthesis using word and symbol equations; investigating different factors that affect the rate of photosynthesis; describing the balanced diet in humans which includes appropriate proportions of carbohydrate, protein, lipid, vitamins, minerals, water and dietary fibre; identifying the structure and explaining the functions of the human alimentary canal; describing the three states of matter in terms of the arrangement, movement and energy of the particles and explaining the interconversions; describing these experimental techniques for the separation of mixtures: simple distillation, fractional distillation, filtration, crystallisation, paper chromatography.</p>
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.	
Geography	<p><u>Hazards</u> <u>Globalisation</u></p>	<p>Focusing on natural hazards that are capable of causing mass damage and harm to humans; discovering all the different types</p>	<p>Sketching and labelling the structure of the earth; explaining how earthquakes and volcanoes are formed; sketching a volcano and labelling the hazards created during a volcanic eruption; using a diagram, explaining why some</p>

		<p>of naturally occurring hazards; knowing the structure of the Earth which tells us why earthquakes and volcanoes occur; learning about the global air circulation model and how this affects where hurricanes and cyclones form; learning the ways in which hazards impact various places and how humans have developed to mitigate the effects; knowing that globalisation is the idea that everyone and everything is becoming more and more linked mainly due to the advancement of technology; discovering what accelerated globalisation especially in the last 30 years; conducting a school investigation gathering primary data to see just how global the students of DBS Wakra are; discussing the positives and negatives that globalisation has had using various case studies around the world.</p>	<p>earthquakes are more powerful than others; identifying various instruments used to monitor these hazards; ordering hazards in terms of worst impact; sketching and describing the various ways in which the damage done by hazards is reduced; justifying that people should either all move away or still live in hazard prone areas such as volcano sides; knowing key words and definitions such as TNC, GDP; stating the reasons for globalisation; explaining the impacts of TNCs in different places; using geographical skills to do an investigation in school; using data to create graphs to represent our findings; justifying whether or not globalisation has been a good thing for the human race as well as the rest of the planet.</p>
How will this be assessed?		<p>End of term exam testing the following skills: Explain the importance of internet in shaping globalisation Analyse impact and response to natural hazards Contextual knowledge of location Application of geographical skills</p>	
History	<u>The Interwar Period, 1918 -1939</u>	Investigating the effects of the Treaty of	Forming a developed judgement of the factors influencing key events and turning

		<p>Versailles and its influence on the rise of totalitarian dictators, determining the common characteristics of these Dictators; examining the role of nationalism and the development of the National Socialist state under Hitler in Germany, looking at how it impacted different groups in German society and its role in the outbreak of war in Europe in 1939.</p>	<p>points; evaluating the reliability and prioritising the importance of a range of sources and historical evidence</p>
<p>How will this be assessed?</p>		<p>End of term exam testing skills in Chronology Knowledge Cause and consequence Using Evidence Essay - How much of an impact did the The Great Depression have on the rise of totalitarianism in the 1930's?</p>	
<p>Arabic</p>	<p><u>القرأة</u> <u>قصة قمر في علياء</u> <u>المجد</u> <u>معك من أدب اليوميات</u> <u>الأمن الغذائي والاك ت فاء</u> <u>الذات</u> <u>مسرحية حلم السنين</u> <u>خطبة تنمية الأوطان أمانة</u> <u>ومسؤولية</u> <u>الصدقة الحقة</u> <u>لكلمة والجملة وال بلاغة</u> <u>ال بدل</u> <u>المنادى</u> <u>أسلوب التعجب</u> <u>أسلوب المدح والذم</u> <u>صديغ المبالغة</u> <u>والمعدود أحكام العدد</u> <u>من مواضع الحذف والزيادة</u> <u>اسم التفضيل</u> <u>الهمزة بأذواعها المختلفة</u> <u>ل تعبير الكتابي</u> <u>ك تابة يوميات</u></p>	<p>1 من خلال تعزيز مهارة القراءة الصامتة و القراءة الجهرية يكتسب الطالب القدرة على تحديد نوع النص ، ومعرفة بعض خصائصه الأسلوبية. 2 تطوير الزاد المعرفي و اللغوي و تعلم مفردات جديدة 3 استنتاج الفكرة الرئيسة وكل الأفكار الفرعية ، وإبداء الرأي فيها كما يقوم بتلخيص الدرس. إجابة الأسئلة المباشرة وغير المباشرة. 4 الإمام بمعظم قواعد الصف الثامن تمثيلاً واستخراجاً وإعراباً (الأفعال المتصرفة والأفعال الجامدة، حالات إعراب الفعل المضارع، الميزان الصرفي، الطباق والمقابلة والتشبيه)</p>	<p>يهر تظ العمل على مستويات لمراعاة الفروق الفردية دقة ؛ أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس ب تحمل تدريب الأقران بشكل فعال والمسؤولية</p>

How will this be assessed?		Writing, speaking, listening and reading.	
Music	<u>Rap/Hip hop</u>	Learning how rap music uses bass lines and chordal accompaniment, single time and double time rapping and rhyme/slang; learning to perform in a rap style, creating rap lyrics and perform using stylistic techniques – single time and double time; learning single and double time rapping; creating bass line and melodies as a backing track; creating a rap song using characteristics of the style; performing and recording compositions	Using voice as an instrument appropriate to the musical context; creating coherent compositions drawing on internalised sounds; adapting, improvising, developing, extending and discarding musical ideas within given and chosen musical styles, structures, genres and traditions; analysing, comparing and evaluating, making critical judgements about the use of musical conventions and other characteristics of any given music, known or unknown.
How will this be assessed?		Questioning, homework and ends of term assessment. Practical performance in the form of an in class competition to complete in an interclass competition. Music theory test	
Art	<u>Aboriginal art</u>	Developing an understanding of Aboriginal art; creating an aboriginal inspired work of art.	Using research to create separate pieces of art work; developing a work of art which clearly links to the relevant art movement; using a variety of techniques; creating a final design which accurately reflects the Aboriginal culture and art.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework, project final grading.	
PE	<u>Football</u> <u>Netball</u>	Understanding variations in passes and where different types of passes should be used; using the different parts of the body to control the ball; outwitting opponents with the combination of advanced turns and passes; understanding	Demonstrating a wide range of more advanced core skills, applying them efficiently and effectively in games played with speed and precision; forming game plans in a range of situations, making a significant contribution to the team's effectiveness; identifying space and using this to advance the team; identifying the type of core skills needed and performing these fluently and quickly even under pressure; attempting more advanced variations of skills and making a significant

		<p>and appreciating the need to make decisions about choice of technique and refining ideas when unsuccessful; replicating a variety of shooting techniques on goal; appreciating how to adjust shot selection based on opponents positioning; assessing & evaluating shooting techniques and suggesting ways to improve; outwitting opponents using dummies & fakes at speed; understanding the importance of width and playing into space in order to attack; developing basic strategic and tactical play; developing their understanding and knowledge of how to stop an attack effectively; developing new strategies from setting plays in attack and defence; developing balanced and coordinated movement patterns that can be transferred into a game situation; replicating ball handling skills (one and two handed passes); knowing the seven playing positions and their associated areas; developing a concept of rule adherence and increase knowledge of</p>	<p>impact on the games played; creating suitable set plays from different areas; making speedy decisions when facing an opposition and using a range of core skills effectively to present goal scoring opportunities; showing a deeper understanding of tactics and reflecting on the effectiveness of these after execution; identifying the aspects of a good team performance, recognising weaknesses and suggesting how this could be improved; maintaining space when they are moving and keeping it at a constant pace; demonstrating a pass to someone who is in space; make a two handed pass showing some control and accuracy; securely catching a pass and beginning to abide by the footwork rule; naming all seven positions in a netball team and explaining where they are able to move on court; adjusting to playing different positions; demonstrating good understanding of basic rules; using an understanding of the principles of attack when planning approaches to competitive games; working effectively in a small team to choose and put into practice tactics for attacking and defending; showing creativity in planning ways to outwit opponents and executing the skills needed to complete this; taking on the role of an umpire in small sided game activities and demonstrating confidence in decision making; consistently using a range of core skills in competitive game situations, showing more precision when time and space is given; supporting others in the team to build an attack when an interception is made; showing creativity in planning ways to outwit opponents and execute the skills needed to complete this; critically evaluating a plan to attack and adapting this idea to suit the needs of individuals.</p>
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		the rules; outwitting an opponent to gain possession; developing possession and attack as a team	
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; 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>Point of Sale Display advertising</u>	Evaluating initial ideas to justify the selection of the final design; analysing key points of an existing product to aid product development; testing materials and making justified selections of suitable material; learning various types of joining techniques; discussing the advantages and disadvantages of CAD and making suitable judgements of which method to use for the required outcome; understanding the different types of plastics and the	Demonstrating analytical skills of existing products to assist product development; annotating key points of existing products/ideas; producing a final POSD design with clear evidence of design development; understanding the benefits and negatives of using CAD/CAM evidenced by a written presentation; demonstrating safe and accurate use of tools and equipment to manufacture the POSD; demonstrating knowledge of various joining techniques and using them in designs; producing a final scaled model design of POSD to a high standard.

		manufacture techniques used; identifying types of finishes and select suitable methods.	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	