



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

Year 9 Summer Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Transactional Writing</u>	Exploring the form, tone and purpose of a range of transactional writing texts. <ul style="list-style-type: none"> • report • letter/ email • op-ed • diary • autobiography • advertising • instructional Understanding, identifying and emulating the form and conventions of each piece.	<p><u>Reading skills</u> Demonstrating a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement; showing clear understanding of form, tone and purpose and the effect that these create for the reader; writing effective PEED+ responses; analysing and justifying interpretations, linking them to purpose and the intentions of the writer.</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> <p><u>Speaking and Listening</u> Contributing in class discussions, listening carefully to other students and building upon their answers; taking a variety of roles within a group, encouraging and supporting the leadership of other students.</p>
How will this be assessed?		Reading: Advertising analysis Writing: Op-ed transactional exam-style writing Speaking and Listening: Presenting the news project, group.	
Maths	<u>Shape</u> <u>Number</u> <u>Data</u> <u>Algebra</u>	Learning the Sin Cos and Tan trigonometric ratios and how these can be used to find missing lengths and angles in right angled triangles; learning the sine and cosine rules	Finding the missing dimensions of contextual questions by picking the appropriate trigonometric rule or ratio; calculating angles of elevation or depression; calculating the growth or decay of an initial sum and use this to explain financial management and also the loss of habitats and species, along with a

		for finding missing length and angles in non-right angled triangles; learning to memorise the exact trig ratios; understanding percentage change, including the topics of exponential growth and decay; learning why compound interest is an extremely important financial tool; learning to find the quartiles of discrete data and be able to draw and interpret a cumulative frequency table; using understanding of solving linear equations and algebraic manipulation to change the subject of an equation.	number of other contexts; explaining the difference between discrete and continuous data and explaining why it changes the features of handling data; using understanding of algebraic manipulation to solve a greater number of complex problem solving questions; rearranging the subject of a formula to solve simultaneous equations through substitution.
How will this be assessed?		End of topic assessment/quiz End of term test	
Science	<u>Forces and motion</u>	Plotting and explaining distance–time graphs along with using the relationship between average speed, distance moved and time; using the relationship between acceleration, change in velocity and time; describing the effects of forces between bodies such as changes in speed, shape or direction; knowing that the initial linear region of a force-extension graph is associated with Hooke’s law.	Confidently using the following units: kilogram (kg), metre (m), metre/second (m/s), metre/second ² (m/s ²), newton (N), second (s) and newton/kilogram (N/kg), along with newton metre (Nm), kilogram metre/second (kg m/s); using the conservation of momentum to calculate the mass, velocity or momentum of objects; knowing and using the relationship between the moment of a force and its perpendicular distance from the pivot: moment = force × perpendicular distance from the pivot.
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	<u>Globalisation</u> <u>Brazil</u>	Discovering what accelerated globalisation especially in the last 30 years; studying transnational corporations; 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; studying the problems of deforestation of the Amazon and the problems of favelas in some major cities	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; explaining what makes Brazil a special country; describing the climate of Brazil using climate graphs; explaining the reasons for deforestation of the Amazon; analysing the best solution to combat deforestation; justifying Brazil hosting the World Cup in 2014 and Olympics in 2016.
How will this be assessed?		End of term exam testing the following skills: <input type="checkbox"/> Explain the importance of internet in shaping globalisation <input type="checkbox"/> Analyse the issues facing Brazil	
History	<u>Rise of Dictators: The path to World War II</u>	Studying the path to World War II: comparing the 1920's in Germany and USA; studying Hitler's initial rise to power and Munich Putsch; studying the Wall Street Crash; learning about the Nazis taking control of Germany in 1933; understanding methods used to control Germany 1933-39; considering the treatment of minority groups 1933-39; tracking the outbreak of WWII in 1939.	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	

	<ul style="list-style-type: none"> • Chronology • Knowledge • Cause and consequence • Using Evidence 		
<p>Arabic</p>	<p><u>القرارة</u> ق صيدة قمر في علاياء المجد معك من أدب ال يوميات الأمن ال غذائي والاكتفاء الذاتي مسرحية حلم ال سدين خطبة تنمية الأوطان أمانة ومسؤولية ال صداقة ال حقة لكلمة والجملة وال بلاغة ال بدل ال منادى أسلوب ال تعجب أسلوب الممدح والذم صديغ المبالغة والمعدود أحكام ال عدد من مواضع ال حذف والزيادة اسم ال تفضيل الهمزة بأذواعها المخرقة ل تعبير ال كتابي يوميات ك تابة وإدعاء شعرية أليات نثر الرأي على نقد ال تعليق ك تابة مسرحية سباحي معلم عن تقرير عالمي خبر على ال تعليق</p> <p><u>ال تحدث وال استماع</u> جداريات في حب الوطن ابن الرحالة العربي بطولة ال فيل يملك الزمان إلقاء خطبة</p>	<p>1 من خلال تعزيز مهارة القراءة الصامتة والقراءة الجهرية يكتسب الطالب القدرة على تحديد نوع النص ، ومعرفة بعض خصائصه الأسلوبية.</p> <p>2 تطوير الزاد المعرفي واللغوي وتعلم مفردات جديدة .</p> <p>3 استنتاج الفكرة الرئيسية وكل الأفكار الفرعية ، وإبداء الرأي فيها كما يقوم بتلخيص الدرس. إجابة الأسئلة المباشرة وغير المباشرة.</p> <p>4 الإمام بمعظم قواعد الصف الثامن تمثيلاً واستخراجاً وإعراباً (الأفعال المتصرفة والأفعال الجامدة، حالات إعراب الفعل المضارع، الميزان الصرفي، الطباق والمقابلة والتشبيه)</p> <p>5 كتابة الهمزة المتوسطة في الحالات الخاصة كتابة صحيحة.</p> <p>6 كتابة مقال ودعمه بالحجج والأدلة العقلية والنقلية مع تنظيم مراحل الكتابة. كتابة مقال عن مركز سدره و دوره و دوره في مجال البحوث الطبية والعلمية. سرد حكاية بلغة فصحي و تقمص أدوار الشخصيات من خلال حوار تمثيلي</p> <p>وبطلاقة ال تعبير 7 . بال فصحي ال تحدث</p>	<p>يهرتظ العمل على مستويات لمراعاة الفروق الفردية دقة ؛ أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس ب تحمل تدريب الأقران بشكل فعال المسؤولية</p>
<p>How will this be assessed?</p>		<p>تدوي على جميع تعاطيات ال كاملة ال تي ال قواعد -ال ك تابة -المهارات (ال قراءة وال فهم الإملاء الذاتيات ال فصلية ال تي تدوي على جميع ال قواعد -ال ك تابة -المهارات (ال قراءة وال فهم الامل)</p>	

MFL	<u>De compras</u> <u>La salud</u>	Learning vocabulary for clothes and to express opinions; ordering an item of clothing in a shop as well as how to describe school uniform; using the past tense to describe an outfit worn recently; describing parts of the body and types of illness; learning vocabulary for medication; learning how to ask for medication in the doctor's surgery; talking about diet and what foods contribute to a healthy lifestyle.	Grammar Focus Conjugating the preterite, the simple past tense that is the equivalent of I went, She bought; using some of the adjectives above have the ending <i>-ísimo</i> ; conjugating the imperfect continuous tense; conjugating the verb 'doler'; saying what you should and shouldn't do – hay que, debes, tienes que, Hacer...que
How will this be assessed?		Writing, speaking, listening and reading.	
Music	<u>Drums from around the world</u>	Learning ethnic percussion techniques and how the construction of ethnic percussion affects timbre; learning to aurally recognise instrumental and rhythmic characteristics of different World Music	Identifying drum style of other cultures; creating and performing ethnic sounding music; 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 compete in an interclass competition. Music theory test	
Art	<u>Cubism project</u>	Building upon existing drawing / painting skills; gaining an understanding of the Cubism movement, studying the work of Picasso; reviewing and modifying work as it progresses; developing skills when working on	Creating a final piece production collage inspired by the cubism movement; demonstrating colour mixing and composition through a range of tasks linked with the work of Picasso; building on their imaginative drawing skills looking at spontaneous drawing.

		a large scale and understanding the importance of proportion and shape; developing skills when working with paint; understanding how to mix colours using the colour wheel for guidance; analysing work of peers and self for improvement.	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework, project final grading.	
PE	<u>Volleyball</u> <u>Badminton</u>	Replicating core skills (forehand, backhand, serve, smash, drop shot); outwitting opponents in an attacking situation; understanding the game rules and team play; developing decision 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; accurately replicating basic set technique; demonstrating & using volleys in a game situation responding to changes; understanding the basic scoring and rules of volleyball; performing and replicate the dig technique with control and accuracy in a small	Identifying correct techniques; applying correct techniques into game situations; peer-assessing and coaching, giving clear 'what went well' and 'even better if' feedback; self-assessing performance using correct technique; 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; demonstrating basic movement patterns to meet the ball with some control; using basic techniques in a controlled situation; performing skills at a slower speed and showing intent in body preparation lacking only skill execution; showing a basic tactical awareness and reacting to opponents' shots in a small sided game; understanding why activity is good for health and fitness; demonstrating a basic knowledge of simple rules of the game and recognising errors during a game.

		<p>sided game; developing the skill of outwitting an opponent using a combination of shots; understanding the scoring system during a volleyball game; accurately replicating a serving technique; striking the ball consistently with enough height and weight to carry the net; developing strategic and tactical play during a rally; scoring & officiating a competitive game; understanding how to develop the perfect attacking strategy; analysing opponents' weaknesses & devising strategies to exploit them; understanding how to adjust shot selection to enable the outwitting of opponents; developing understanding and knowledge of basic outwitting strategies; understanding and developing the use of tactics and shot selection; refining tactics based on opponents' weaknesses; assessing & evaluating own performance and weaknesses; demonstrating the ability to outwit an opponent in a game situation using the appropriate skills and</p>	
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		techniques; identifying strengths and weaknesses when playing & adapting strategies where necessary.	
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	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.

		plastics and the 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.	