DBS Wakra
Curriculum Overview
Year 10 Term 1

Year 10 Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>English Language Paper 1 Section A: Non-fiction texts (Part One)</u> To study the second 5 pieces from IGCSE anthology: Young and dyslexic? You've got it going on, A Game of Polo with a Headless Goat, Beyond the Sky and the Earth: A Journey into Bhutan, H is for Hawk, Chinese Cinderella. <u>Literature Paper1 Section B:</u> Two poems from Literature anthology Part 3. Half Past Two, UA Fanthorpe and Hide and Seek, Vernon Sannell.	Students will read a wide range of texts fluently and with good understanding, read critically and use knowledge gained from wide reading to inform and improve their own writing, write effectively and coherently using Standard English appropriately. In addition students will acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.	**<u>Reading skills</u>** Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. Show understanding of texts and the contexts in which they were written. To write effective PEEE responses, students will be able to analyse characters, themes and language and make clear inferences on the text. Students will be able to justify their interpretations and link them to context and the intentions of the writers. **<u>Writing skills</u>** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audience. Write 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: Non-fiction writing 1.2:Mini mock paper 1 Section A	
Maths	<u>IGCSE key skills</u>	This term students will be consolidating and stretching their understanding of topics that will perform the basis of much of the future IGCSE content. They will revisit some key skills from Number, Algebra,	Number: Students will be able to use all four number operations (add, subtract, divide and multiply) with integers, decimals and fractions. They will be able to round to a given degree of accuracy, or choose an appropriate one.

		Graphs and Shapes to give them the strong foundations that the IGCSE requires.	Algebra: Students will be able to form and solve simple linear equations. Will begin to rearrange equations to make a given term the subject of an equation and apply these skills to shape and angle problem solving questions. Graphs: Students will be able to understand the concept of gradient and compare two lines using the gradient and y-intercept. They will be able to both draw and interpret these graphs. Shapes: Students will be able to construct accurate triangles with straight lines to the nearest millimeter and angles to the nearest degree. They will also be able find missing angles in shapes using a variety of angle rules.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11.	
Biology	<u>The nature and variety of living organisms.</u>	Carry out investigations using the equipment accurately and safely. Explore the characteristics of living things. Describe the common features shown by eukaryotic organisms: plants, animals, fungi and protoctists. Describe the common features of prokaryotic organisms. Understand what pathogens are.	Justifying equipment choice and measurement that are used during investigations. Explain how to reduce risks and record and analyse evidence in an effective way. Describe the characteristics required to classify living things. Describe the common features displayed with eukaryotic organisms and their functions. Describe the common features displayed with prokaryotic organisms and their functions. Describe examples of pathogens and their key features.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11.	
Chemistry	<u>Principles of chemistry</u>	Understand the three states of matter and the interconversions. Classify a substance as an element, compound or mixture and	Describe the three states of matter in terms of the arrangement, movement and energy of the particles and explain the interconversions. Describe these

		describe the different experimental techniques for the separation of mixtures. Look at the periodic table. Describe the structure of atoms and its subatomic particles. Write word equations and balanced chemical equations and do accurate calculation. Describe covalent and ionic bonding.	experimental techniques for the separation of mixtures: simple distillation, fractional distillation, filtration, crystallisation, paper chromatography. Identify the arrangement of elements in the Periodic. Describe an atom and its subatomic particles (mass and charge). Calculate the relative atomic mass of an element (Ar) from isotopic abundances. Write word equations and balanced chemical equations (including state symbols). Carryout calculations based on the amount of substances required or used. Describe key features of covalent and ionic bonding and how they are formed.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11.	
Physics	<u>Forces and motion - Units, Movement and position</u>	Students will be using the following units: kilogram (kg), metre (m), metre/second (m/s), metre/second2 (m/s2), newton (N), second (s) and newton/kilogram (N/kg) Plot and explain distance–time graphs know and use the relationship between average speed, distance moved and time taken. Know and use the relationship between acceleration, change in velocity and time taken.	Determine acceleration from the gradient of a velocity–time graph. Determine the distance travelled from the area between a velocity–time graph and the time axis. Use the relationship between final speed, initial speed, acceleration and distance moved: (final speed)2 = (initial speed)2 + (2 × acceleration × distance moved) v2 = u2 + (2 × a × s)
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11.	
Arabic	<u>يدرس الطلاب مجموعة من الموضوعات الرئيسة المقررة من قبل (IGCSE) وهي</u> <u>1- قضايا الشباب</u> <u>2- التعليم</u> <u>3- الإعلام</u>	يقوم الطلاب بقراءة مجموعة مختلفة من النصوص للاستيعاب والفهم لتحصيل مجموعة من المفردات واللغويات الجديدة التي تساعدهم على تنمية مهارة	القراءة يجب على الطلاب قراءة العديد من النصوص المرتبطة بالعناوين الرئيسية والتدريب على كيفية فهم النص والإجابة عن الأسئلة المرتبطة به وخاصة السؤال الرابع والثامن والتاسع من الورقة الأولى وأيضا يتدرب جيدا على الاختصار

	كما يدرسون بعض القواعد النحوية ومنها: المعرب والمبني إعراب الفعل المضارع وبناء الماضي والأمر	الكتابة والارتقاء بالأسلوب كما تنمي لديهم القدرة النقدية وفهم المضمون كاملا للقدرة على إجابة الأسئلة المطروحة على النص كما يتدرب الطلاب على القواعد النحوية بالقدر الكافي حتى يستطيع ضبط ما يقرأه وما يكتبه .	والاختزال من خلال الإجابة كثيرا عن السؤال العاشر أيضا من الورقة الأولى. القواعد: يجب عليه مراجعة دروس القواعد بصفة مستمرة والتدريب المستمر على إجابة الأسئلة المختلفة المرتبطة بالقواعد و بأشكالها المتنوعة وذلك من خلال السؤال الحادي عشر والثاني عشر والثالث عشر والرابع عشر من الورقة الأولى. الكتابة : على الطالب أن يستخدم المفردات والتراكيب الجديدة التي استمدها من خلال قراءته للنصوص في الكتابة ويكون قادر على توصيل المعلومات بشكل جيد ويكون لديه القدرة على الإقناع باستخدام الوسائل المختلفة مع استخدام بعض من التراكيب البلاغية وكذلك استخدام علامات الترقيم ويكون ذلك من خلال التدريب على إجابة السؤال الأول والثاني والثالث من الورقة الثانية
How will this be assessed?		التطبيقات الكاملة التي تحتوي على جميع – المهارات(القراءة والفهم – الكتابة- القواعد الإملاء الاختبارات الفصلية التي تحتوي على جميع – المهارات (القراءة والفهم – الكتابة- القواعد الإملاء) بجانب الاختبارات الشفوية التي تقيس قدرة الطالب على الاستماع الجيد التحدث باللغة العربية الفصيحة	
MFL	Mi familia y yo En mi barrio	Students will be able to talk about their daily lives, their families and their towns in detail. All 4 skills (listening, reading, writing and speaking) will be practised. Grammar focus: Present, Past and future tenses, both regular and irregular verbs. Some conditional tense with regular verbs.	Students will be able to describe orally or in writing about their families, their relationships, their daily routine, their chores, their future plans and their towns (pros and cons) with a good degree of grammar accuracy. Students will be able to apply their knowledge to understand both written and oral texts.
How will this be assessed?		1 Mid Term examination 1 End of Term examination Keyword tests at regular intervals	
Geography	Physical Environments: Rivers, Coasts and Hazards	Apply and build on the fundamental building blocks	Demonstrate knowledge of locations, places, processes, environments and

		of geographical knowledge. Actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world	different scales. Demonstrate geographic understanding of concepts and how they are used in relation to places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.
How will this be assessed?		1 Mid Term examination 1 End of Term examination Keyword tests at regular intervals Extended writing tasks for exam style question	
History	Changes in medicine, c1848–c1948	Students will develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Develop 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, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts. Use a range of source material to comprehend, interpret and cross-refer sources. Analyse and evaluate historical interpretations in the context of historical events studied.

How will this be assessed?		1 Mid Term examination 1 End of Term examination Keyword tests at regular intervals Extended writing tasks for exam style question	
ICT	<u>Topic 1 : Digital devices</u> <u>Topic 2 : Connectivity</u>	Students will learn about the range of digital devices available. Developments in the features and functionality of digital devices are rapid and this impacts on the way that they are used by individuals, organisations and society. Students will learn the need to understand the principles of these devices and to be able to select suitable devices and associated hardware and software to use in particular situations. Students will know and understand the ways in which digital devices exchange data and communicate with each other and with the larger systems supporting online organisations. They will also be aware of the increasing importance of 'access everywhere' developments.	Will demonstrate understanding of various digital devices and their uses. Students can select suitable devices/software to meet the needs of a selected task. Know about types of mobile phones; smartphones and specialist phones and how they connect to the network (SIM). Know that storage devices can be internal or external. Know that RAM stands for Random Access Memory and that ROM stands for Read Only Memory. Students will explain in detail how digital devices exchange data using accurate terminology. Students will understand the different methods implemented to improve data security. Students will be able to select suitable methods of securing data for a particular context.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11. Ongoing coursework.	
Design Technology	How the critical evaluation of new and emerging technologies How energy is generated and stored. Developments in modern and smart materials. The functions of mechanical devices. How electronic systems provide functionality to products and processes. The use of programmable	To apply a breadth of technical knowledge and understanding of the characteristics, advantages and disadvantages of emerging technologies. To recognise the importance of the evaluative process and respective criteria when considering the impact of new and emerging	Demonstrate understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice**.** Identify methods of generating energy and its uses. Students can identify characteristics, application, advantages and disadvantages of modern & smart materials, composites and technical textiles. To show understanding of how different components can be used within

	components. The categorisation of the types, properties and structure of ferrous and non-ferrous metals. The categorisation of the types, properties and structure of papers and boards.	technologies to a range of scenarios. The processes, applications, characteristics, advantages and disadvantages of sources of energy, in order to be able to discriminate between them and to select appropriately. To apply technical knowledge and understanding of the characteristics, applications, advantages and disadvantages of smart materials. The performance, principles, applications and the influence on the design of mechanical devices. The performance and functionality of using programmable components. between them and select appropriately.	mechanisms. Have an understanding of how an electrical system can make a product function. Can differentiate between various paper and boards and metals by properties, structures and uses.
How will this be assessed?	Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes. Exam at the end of Year 11. Ongoing coursework.		