



# DBS Wakra

## Curriculum Overview

### Year 9 Term 1

Year 9 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><b><u>Dystopian Fiction</u></b></p>        <p><b><u>War Poetry</u></b></p>	<p>Students will read four dystopian short stories and understand the basic themes and tropes associated with the dystopian genre.</p> <p>Students will be introduced to constructive criticism of creative writing, forming their own opinion on structure and narrative techniques.</p> <p>Students will develop their understanding of how a writer can use language and structure to build tension and set a scene.</p> <p>Students will learn a structure for creative writing and practise this themselves.</p> <p>To meet the demands of the iGCSE Poetry and Modern Prose (component 1, section B) students will apply their knowledge of poetic form, content and meaning to compare poems. They will learn and use appropriate literary terminology to justify and support their analysis on a range of poems.</p> <p>Students will be given a variety of writing tasks that link to the themes and issues both in their Gothic Fiction topic and poetry topic. Students will complete non-fiction writing tasks such as</p>	<p><b><u>Reading skills</u></b></p> <p>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.</p> <p>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.</p> <p><b><u>Writing skills</u></b></p> <p>Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audience.</p> <p>Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</p>

		letters, guides, reports and reviews.	
How will this be assessed?		<b>1.1: Comparison essay</b> <b>1.2: Literature paper</b> <b>1.3: Non-fiction writing: Guide</b>	
Maths	<u>IGCSE key skills</u>	<p>This term students will be consolidating and stretching their understanding of topics that will perform the basis of much of the future IGCSE content.</p> <p>They will revisit some key skills from Number, Algebra, Graphs and Shapes to give them the strong foundations that the IGCSE requires.</p>	<p>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.</p> <p>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.</p> <p>Graphs: Students will be able to understand the concept of gradient and compare two lines using the gradient and y-intercept.</p> <p>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.</p>
How will this be assessed?		End of unit test and end of term test	
Science	<u>Variation for Survival</u>	<p>Explore variation between and within species. Identify the causes and types of variation and the importance of biodiversity. Describe the difference between artificial and natural selection.</p> <p>Discover how scientists developed the current international system for naming and classifying organisms, as well as how</p>	<p>Understand how natural and artificial selection operates. Explain 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. Describe how scientists use the current international naming system to classify organisms. Describe how DNA was discovered and the collaboration between scientists. Understand the importance of</p>

		scientists compete and collaborate to make new discoveries	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>From Rock to Soil.</u> <u>Earth's resources</u>	<p>Deepening existing knowledge of the Earth's structure; The importance of rock cycle, the 3 rock types and their formation.</p> <p>Understand that the Earth is a dynamic structure with constant moving parts that create features such as volcanoes and mountain ranges. Describe the main forms of weathering and erosion and in what climates they are most likely to occur in. Understand how soil is formed and the importance of soil to human civilization with case study examples.</p> <p>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 developing countries? Although water is abundant, freshwater is scarce due to various factors and an increase in demand due to population increase is causing issues. Desertification is spreading and this is mainly because of poor farming practices. We need to protect our soil. Crude oil and gas are very important resources but as they are running out we</p>	<p>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. explain reasons for the scarcity of freshwater. explain 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. compare and contrast renewable energy sources.</p>

		need to look towards renewable energy.	
How will this be assessed?		End of term <b>exam</b> 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 <b>exam</b> testing skills in	
		<input type="checkbox"/> Chronology <input type="checkbox"/> Knowledge <input type="checkbox"/> Cause and consequence <input type="checkbox"/> Using Evidence	
		<b>Essay</b> -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>قراءة</u> - إلى ولدي - لأحمد أمين <u>قصيدة ابتسم</u> - لإيليا ابني <u>ماضي</u> - جسم الإنسان <u>القلعة</u> <u>المحاصرة</u> - قصة من <u>أوراق البحر</u> - قصيدة <u>فلسطين</u>	من خلال تعزيز مهارة القراءة <b>1</b> الصامتة و القراءة الجهرية يكتسب الطالب القدرة على تحديد نوع النص ، ومعرفة بعض خصائصه الأسلوبية . تطوير الزاد المعرفي و اللغوي و <b>2</b> . تعلم مفردات جديدة . استنتاج الفكرة الرئيسة وكل الأفكار <b>3</b> الفرعية ، وإبداء الرأي فيها كما يقوم بتلخيص الدرس . إجابة الأسئلة المباشرة وغير المباشرة . الإمام بمعظم قواعد الصف التاسع <b>4</b> تمثيلاً واستخراجاً وإعراباً التشبيه و الاستعارة ،المؤثرات) الصوتية و المعنوية،إسناد الفعل الماضي الصحيح و المعتل إلى ضمائر (الرفع المتصلة	العمل على مستويات لمراعاة الفروق الفردية تظهر أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس بدقة ؛ تدريب الأقران بشكل فعال – تحمل المسؤولية

	<p><u>الكلمة والجمله و البلاغة</u> التشبيه و - الاستعارة و الفرق بينهما الطباق و المقابلة- الافعال المتصرفه و- الافعال الجامدة الميزان الصرفي-- حالات إعراب الفعل- المضارع الافعال الخمسة- المبنى من الأفعال- زيادة و حذف بعض- الحروف الهزمة المتوسطة- الحالات الخاصة</p>	<p>كتابة الألف اللينة في آخر الأسماء و 5 الأفعال الثلاثية و الغير ثلاثية كتابة صحيحة كتابة مقال عن الرجل و المرأة 6 كتابة قصة متكاملة العناصر و التركيز على وصف الشخصيات كتابة وصف لموقف مؤثر إبداء الرأي النقدي في أبيات شعرية بعد نثرها التعبير بطلاقة و التحدث 7 بالفصحى و توظيف لغة الجسد .</p>	
How will this be assessed?	<p>التطبيقات الكاملة التي تحتوي على جميع المهارات ( القراءة و الفهم – الكتابة- القواعد الإملاء الاختبارات الفصلية التي تحتوي على جميع المهارات ( القراءة و الفهم – الكتابة- القواعد الإملاء ) بجانب الاختبارات الشفوية التي تقيس قدرة الطالب على الاستماع الجيد التحدث باللغة العربية الفصيحة</p>		
MFL	<u>Me present; El cole</u>	<p>Learning how to talk about family, how to describe home, daily routine and school. <b>Grammar Focus-</b> 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: <i>Ser, estar, hay</i> and the imperfect tense.</p>	Talking confidently and articulately about an area, discussing its advantages and disadvantages.
How will this be assessed?	Written assessment		
Music	<u>Ukulele;</u> <u>Harmonising;</u> <u>Chord</u> <u>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	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

		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	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>Street Art</u>	Learning forms of colour and expression; developing critical and contextual skills such as observational drawing, mix media and painting	Producing Banksyesque Street Art; annotating work thoroughly to highlight the techniques of Banksy and the meaning behind his work; using a range of tone including coloured pencils and acrylic paint; refining detail using fine tip pens.
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 students can improve components of their HRF, and in turn how this would then improve them as an athlete within their favourite sports. Students will follow individual workouts to further improve their HRF.	Working at maximal levels while showing good technique and determination/resilience; timing/measuring accurately; peer coaching effectively. Students would show an improvement from their baseline scores and understand how they have improved.
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	<b>Y9 Hardware and Software</b>  Context: - What is a Computer? - What is an Input/Output device? - What is Secondary Storage?	<b>Y9 Python Programming (Week 1 – Week 13)</b>  Students will learn what computers are and how they process information. They will also learn about the different peripheral devices and how they work. Additionally, students will take a look at what components there are inside a computer and what role they have (RAM, ROM,	<b>Y9 Python Programming (Week 1 – Week 13)</b>  Students will be able to fully explain how a computer receives an input, processes information and produces an output. They will also be able to correctly identify all of the different components that make a computer system including input/output devices, storage devices and the components located on the motherboard.

	<ul style="list-style-type: none"> <li>- What is Main Memory?</li> <li>- What is the CPU</li> <li>- What is the Operating System?</li> <li>- What is User Interface?</li> <li>- What is Utility Software?</li> </ul>	<p>CPU, Motherboard etc.) They will then learn about the different types of software that are required for a user to interact with the computer hardware in the form of Application and System Software.</p>	<p>Students will also successfully be able to state what an operating system is and the roles and responsibilities of this.</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<p><u>Design &amp; make a Sweet dispenser for a company of your choice.</u></p>	<p>To be able to evaluate initial ideas to justify the selection of the final design. To be able to analyse key points of an existing product to aid product development. To test materials and make justified selections of suitable material.</p> <p>To learn various types of joining techniques &amp; mechanisms.</p> <p>Be able to discuss the advantages and disadvantages of CAD and make suitable judgements of which method to use for the required outcome.</p> <p>To understand the different types of plastics and the manufacturing techniques used.</p> <p>To be able to identify types of finishes and select suitable methods.</p>	<p><b>Theory</b></p> <p>Will demonstrate analytical skills of existing products to assist product development. Will annotate key points of existing products/ideas.</p> <p>Will produce a final sweet dispenser design with clear evidence of design development.</p> <p>Will understand the benefits and negatives of using CAD/CAM evidenced by a written presentation.</p> <p><b>Practical</b></p> <p>Will demonstrate safe and accurately use of tools and equipment to manufacture the POSD.</p> <p>Will demonstrate knowledge of various joining techniques/mechanisms and use them in their designs.</p> <p>Will produce a final scaled model design of sweet dispenser to a high standard.</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	