



# HORIZON INTERNATIONAL SCHOOL



## KS4 CURRICULUM BOOKLET

---

EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS



Contents .....	1
Introduction .....	2
Alternative Pathway ASDAN .....	3
Arabic A .....	4
Arabic B .....	5
Art & Design .....	8
Business .....	12
Computer Science .....	17
Dance.....	22
Drama.....	27
English Language & Literature .....	32
Geography.....	40
History .....	45
Islamic Native.....	50
Islamic Non-Native .....	55
Mathematics .....	60
Media.....	65
Modern Foreign Languages.....	71
Physical Education.....	77
Psychology.....	81
Science (Combined & Triple).....	85
UAE Moral, Social & Cultural Studies .....	98
Key Professionals / Contacts .....	94



We would like to take this opportunity to welcome you and your child to Key Stage 4. We will work closely with you over the next two years to ensure the academic and pastoral needs are met during Years 10 and 11. We have high expectations and foster a strong work ethic right from the start, enabling students to reach their potential in their GCSE subjects and we are proud of our record of academic success.

We understand, as parents, it is important for you to know what your child is learning in school. This guide gives you an overview of the KS4 curriculum content your child will be learning each term in each subject, the key learning objectives, concepts, and success criteria throughout the academic year. If you require any further information or would like to make suggestions as to how we can ensure you have the key information relevant to your child's learning, please contact your child's subject teacher, who will be happy to help.

We aim to draw upon the best elements of the English National Curriculum, combined with the depth and range of subjects which are appropriate to an international school in Dubai. The aim of our curriculum is to challenge and inspire all learners to develop their skills and nurture values through a love of learning so that they can responsibly embrace the diverse challenges of tomorrow. It is our intention that students achieve a place at their first-choice university or chosen Post-18 pathway.

Our assessment philosophy aims to focus on what is important: students are able to view assessments as opportunities to learn and develop, not as opportunities to be judged. Or, put simply, students take responsibility for their own learning – they know what they need to be able to do, what they can currently do, how they are going to get there, and what they need to improve on. The impact of developing engagement with their own assessment capability at an early age will be two-fold:

- Academic success: maximising of potential in high stake public exams (GCSEs and A-Levels)
- Learning skills success: developing a wide range of learning skills in our students which supports their application to learning

Parents will receive regular reports at appropriate times in the school year and will have the opportunity to meet with their child's teachers. We actively encourage all students and parents to attend Student/Parent Conferences which enable students to take responsibility for their own learning as they grow in 'assessment capability'.

We also offer the ASDAN programme for students with special educational needs. Further information regarding provision for students of determination is available through our Achievement Centre.



# Alternative Pathway ASDAN: Curriculum Ambition

***Horizon International School's provides an inclusive environment for all students. Our students are provided with the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities through a range of ASDAN accredited course. ASDAN engages students through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives.***

## **Through the ASDAN Personal Development program, students will:**

- Display pride in achievement and commitment to learning
- Develop self-confidence, self-awareness and understanding of how to be a successful learner
- Gain employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
- Develop knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- Foster personal development, so that learners are well prepared to respect others and contribute to wider society
- Develop critical thinking skills that will enable them to analyze complex problems and identify effective solutions
- Enhance their problem-solving abilities through real-world scenarios

## **These aims are realised through our curriculum which:**

- Providing opportunities for students to set personal goals and work towards achieving them.
- Engaging in a range of activities and projects that allow them to showcase their achievements and celebrate their progress.
- Regular feedback and recognition from teachers and peers help students develop a sense of pride in their accomplishments and maintain their commitment to learning.
- Develop self-confidence, self-awareness, and understanding of how to be a successful learner:
- Students participate in workshops and discussions that promote self-awareness, helping them identify their strengths and areas for improvement.
- By setting challenging goals and working towards them, students develop a sense of accomplishment and build confidence in their abilities as learners.
- Students engage in work-related scenarios, mock interviews, and skill-building exercises to enhance their readiness for future education or employment opportunities.
- The curriculum also focuses on developing transferable skills that can be applied across various industries and settings.
- Through community service projects and volunteering opportunities, students learn the importance of contributing to their communities and making a positive impact on society.

## **These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# ASDAN Bronze Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>1.1</b> Identity	This module will explore the concepts of identity and encompass various aspects of personal identity.	<b>Who am I?</b>  <b>UAE Link:</b> <b>Link with identify-exploring UAE- where they live and have grown up.</b>	<ul style="list-style-type: none"> <li>Understand the concept of personal identity and its multifaceted nature.</li> <li>Identify and describe the factors that contribute to the formation of personal identity</li> <li>Demonstrate effective communication skills to express and discuss personal identity-related topics.</li> </ul>	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to personal identity and Information handling  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how identity contributes to personal growth, self-awareness, and understanding of oneself and others  To gain insight into gathering relevant and reliable information from various sources, such as books, articles, websites, and databases	This <b>provides an opportunity for collaboration</b> between English,, PSHE and Science  This <b>provides an opportunity for collaboration</b> between English, ICT and business	<ul style="list-style-type: none"> <li>Describe your family in a group</li> <li>Create a family tree</li> <li>Discuss your likes and dislikes</li> <li>Prepare and undertake a coffee morning</li> <li>Present your <b>finalised</b> project to a <b>number of</b> guests</li> <li>Illustrate the ability to find information from the internet</li> <li>Demonstrate your ability to follow diagrams and instructions to make something</li> <li>Compose and send an email</li> <li>Write about a project you have been involved in</li> <li>Give an illustrated talk about a topic of interest to a group of people</li> </ul>	Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving
	<b>1.2</b> Information Handling	This module will explore and focus on enhancing your ability to access, interpret, and communicate information in a variety of contexts	<b>How can I gather, evaluate and present information in an effective way?</b>  <b>UAE link:</b> <b>Gather and present information on aspects of UAE culture.</b>	<ul style="list-style-type: none"> <li>Develop the ability to locate, evaluate, and effectively use information from various sources, such as books, articles, websites, and databases.</li> <li>Explore how collect, organize, and present data using different formats, such as tables, graphs, and charts</li> </ul>				
<b>Term 2:</b> <b>2.1</b> Sport and Leisure	This module will explore a variety of sports and leisure activities to broaden their knowledge and understanding.	<b>How can I foster a positive lifestyle through engaging in sports and leisure activities ?</b>  <b>UAE Link</b> <b>Explore the different leisure and sport activities available to use here in the UAE.</b>	<ul style="list-style-type: none"> <li>Develop an understanding of different sports, leisure activities and key concepts.</li> <li>Explain the importance of physical fitness and the benefits of an active lifestyle.</li> </ul>	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Sport and Leisure and Home Management  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight into port and leisure activities allows students to develop a wide range of skills. They can acquire physical skills specific to a particular sport or activity, such as hand-eye coordination, balance, agility, and motor skills  To learn how to effectively manage their living environment, make responsible choices, and take care of their personal space	This <b>provides an opportunity for collaboration</b> between PE and PSHE  This <b>provides an opportunity for collaboration</b> between Science and ICT	<ul style="list-style-type: none"> <li>Design a chart to explain how you use your time during the week.</li> <li>Visit a museum/theme park and write a report.</li> <li>Illustrate how you have taken part in a <b>number of</b> indoor activities</li> <li>Identify a leisure activity that you would like to try and find out more information on how you can become a member</li> <li>Plan and prepare a healthy snack that would be suitable for a packed lunch</li> </ul>	Critical thinking Literacy Numeracy Improving own learning and performance
	<b>2.2</b> Home Management	This module will explore how to effectively manage a home environment.	<b>How can I maintain a clean and organised home environment?</b>  <b>UAE link:</b> <b>Linking it to my own home environment here in the UAE</b>	<ul style="list-style-type: none"> <li>Explore the basics of meal planning and nutrition.</li> <li>Demonstrate how to maintain a clean and organized home environment.</li> <li>Develop skills to effectively care for clothing and manage laundry tasks.</li> </ul>				

<p><b>Term 3:</b></p> <p><b>3.1</b></p> <p>The Environment</p>	<p>This module will explore and develop student s' knowledge, understanding, and awareness of environmental issues and sustainable practices.</p>	<p><b>How can we become a positive change in addressing environmental issues and promoting sustainable practices for a better future?</b></p> <p><u>UAE Link:</u> Explore environmental issues that are unique to us here in the UAE and the practices we can take to be more sustainable</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of various environmental issues such as climate change and pollution.</li> <li>• Explore the concept of sustainable living and its importance in preserving the environment.</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Environment and Health and Survival</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To gain knowledge about the environment promotes a sense of responsibility and stewardship towards the natural world</p> <p>To understand about personal well-being, safety, and resilience</p>	<p>This <i>provides an opportunity for collaboration</i> between Science, Geography and Social Studies</p> <p>This <i>provides an opportunity for collaboration</i> between Science, PE and PSHE</p>	<ul style="list-style-type: none"> <li>• Carry out a survey of your establishment and decide how you can improve this area</li> <li>• Improve an area of your environment</li> <li>• Demonstrate your understanding of road safety</li> <li>• Create a project on how accidents can be avoided at home</li> <li>• Design a poster on how to deal with cuts, grazes and nosebleeds</li> </ul>	<p>Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving Communication ICT</p>
<p><b>3.2</b></p> <p>Health and Survival</p>	<p>This module will explore explore topics such as home safety, road safety and personal safety</p>	<p><b>How can I be safe and minimise risks in everyday life?</b></p> <p><u>UAE Link:</u> Explore road safety here in the UAE and how I can respond effectively to emergencies</p>	<ul style="list-style-type: none"> <li>• Develop basic first aid skills and emergency response techniques.</li> <li>• Understand the importance of healthy lifestyle choices and strategies for maintaining overall well-being</li> <li>• Develop basic first aid skills and emergency response techniques.</li> <li>• Understand the importance of healthy lifestyle choices and strategies for maintaining overall well-being</li> </ul>					



# ASDAN Bronze Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Module 1- Identity</b> <ul style="list-style-type: none"> <li>Understand what personal identity means and how it can be different for different people</li> <li>Communicate clearly with others about my likes and dislikes</li> <li>Recognise and describe things that shape who we are, like our culture, experiences, and beliefs. Use different ways to organize and show information, like making a family tree</li> </ul>	Limited ability to present in front of a group of people	Some knowledge about concepts relating to identity	Can create a family tree	Can analyse personal identity and communicate this effectively to others	Can present their ideas confidently in front of other people
<b>Module 2- Information Handling</b> <ul style="list-style-type: none"> <li>Use appropriate keywords and search strategies to find relevant information online</li> <li>Identify reliable and trustworthy sources of information from the internet. Select and extract relevant information from online sources</li> <li>Follow step-by-step instructions accurately and effectively. Use appropriate tools, materials, and techniques to complete the task</li> <li>Create a well-structured and coherent email with appropriate subject, greeting, body, and closing</li> </ul>	Limited ability to research information online	Some knowledge of key concepts and identifying relevant information from online sources	Can create a well-structured and coherent email	Can research and gather relevant information from a topic of their choice	Can prepare and use visual aids to enhance their presentation skills
<b>Module 3- Sport and Leisure</b> <ul style="list-style-type: none"> <li>Visit a museum or theme park and observe and engage with the exhibits or attractions</li> <li>Write a detailed and descriptive report that captures key aspects such as the overall experience, notable exhibits/attractions, and personal reflections</li> <li>Provide a photography and brief description or caption of indoor activities I engage in to explain the activity and your involvement</li> </ul>	Limited ability to write a report	Some knowledge of key concepts discussed in the module	Can create a project on a leisure activity that interests them	Can provide photographs and a description of an indoor activity of their choice	Can produce a detailed and descriptive report about a visit to a sporting attraction
<b>Module 4- Home Management</b> <ul style="list-style-type: none"> <li>Develop a detailed plan outlining the ingredients, measurements, and steps required to prepare a healthy snack. Select nutritious and balanced ingredients</li> <li>Prepare the snack with proper hygiene and safety practices, demonstrating appropriate cooking or preparation techniques</li> <li>Prepare a cooked meal considering nutritional balance, dietary preferences, and any specific dietary requirements</li> </ul>	Limited ability to make a plan for a healthy snack	Some ability to prepare and make a nutritious snack	Can prepare and make a nutritious snack	Can prepare a cooked meal considering nutritional balance	Can create a well structured and organised menu plan
<b>Module 5- The Environment</b> <ul style="list-style-type: none"> <li>Conduct a thorough survey of the local area coming up with a plan to improve the environment</li> <li>Develop a clear vision or goal for the improvement of the local area, outlining the desired outcome or result</li> <li>Plan and execute practical steps to improve the identified area, considering available resources, materials, and any necessary permissions or guidelines</li> </ul>	Limited ability to conduct a survey for the local environment	Beginning to be able to conduct a survey to the local environment	Can conduct a survey for the local environment	Can develop a clear vision for the improvement of a local area	Can effectively plan and execute practical steps to improve a local area
<b>Module 6- Health and Survival</b> <ul style="list-style-type: none"> <li>Identify and explain key road safety rules and regulations, such as traffic signs, pedestrian safety, and safe crossing procedures</li> <li>Identify common potential hazards in a home environment that can lead to accidents or injuries and communicate how to prevent this</li> <li>Create a visually appealing poster that provides clear and concise instructions on how to handle common injuries like cuts, grazes, and nosebleeds</li> <li>Include appropriate step-by-step procedures for providing first aid, such as cleaning wounds, applying dressings, and managing nosebleeds</li> </ul>	Limited ability to explain key road safety rules and other health and safety rules	Some ability to explain road safety rules and regulations and other safety rules	Can confidently identify and explain all road safety rules	Can identify potential hazards in a home environment that can lead to accidents and injuries	Can effectively create a poster with concise instructions on how to handle common injuries



# ASDAN Silver Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>  <b>1.1</b> Expressive Arts         <b>1.1</b> The Community	<p>This module will explore creativity, artistic skills, self-expression, and appreciation for various forms of artistic expression</p> <p>This module will explore community engagement, social responsibility, and active participation in their local communities.</p>	<p><b>How does Art and creativity shape the world I live in?</b></p> <p><b>UAE Link:</b> Explore famous UAE artists and compare their work to other worldwide artists</p> <p><b>How can I be an active member of the community?</b></p> <p><b>UAE link</b> Explore local community services in your area and find out how the wider community contributes to this.</p>	<ul style="list-style-type: none"> <li>Foster creativity and imaginative thinking through engagement with various art forms such as visual arts, music, dance, drama, and creative writing</li> <li>Encourage students to explore new ideas, experiment with different techniques, and express themselves artistically</li> <li>Encourage active participation in community activities and initiatives</li> <li>Develop students' skills in engaging with community members organizations, and local resources</li> <li>Understand the importance of community involvement and the potential for positive impact</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Expressive Arts and The Community</p> <p><b>Assessment for Learning:</b> Questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand how to communicate ideas, thoughts, and feelings through different artistic mediums. The expressive arts encourage students to explore their creativity and engage in various forms of self-expression.</p> <p>To develop and equip students with skills, knowledge, and values necessary to actively contribute to their community and make a positive impact on the world around them</p>	<p>This <b>provides an opportunity for collaboration</b> between Drama, dance, PE, Music</p>	<ul style="list-style-type: none"> <li>Produce an illustrated study of the life and work of one famous celebrity/artist</li> <li>Create a poem or a short story</li> <li>Present a drawing or painting</li> <li>Participate in group work to make a list of the main organisations which help in your community</li> <li>Collect newspaper cuttings or access website information on homelessness</li> </ul>	<p>Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis</p>
<b>Term 2:</b>  <b>2.1</b> Beliefs and Values         <b>2.2</b> World of Work	<p>This module will explore students' understanding of personal values and beliefs</p> <p>This module will explore aspects of the professional world and equipping them with essential skills for career readiness.</p>	<p><b>What are my personal values and beliefs?</b></p> <p><b>UAE Link:</b> Compare UAE values and culture to the wider world</p> <p><b>How do I prepare for Career success?</b></p> <p><b>UAE Link:</b> Explore career options and further educational pathways available in the UAE</p>	<ul style="list-style-type: none"> <li>Develop students' understanding of beliefs and values</li> <li>Understand the factors that shape individual belief systems, including cultural, religious, and personal experiences</li> <li>Explore different career paths and industries</li> <li>Understand the world of work and employability skills</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The World of Work and Beliefs and Value</p> <p><b>Assessment for Learning:</b> Questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To gain insights into the cultural contexts that shape beliefs and values, including traditions, customs, and historical factors. This understanding enhances their ability to interact respectfully and effectively with individuals from different cultural backgrounds</p> <p>To explore different career options and gain insights into various industries and professions. To learn about different job roles, skills required, and educational pathways, allowing them to make more informed decisions about their future careers</p>	<p>This <b>provides an opportunity for collaboration</b> between Business Studies</p>	<ul style="list-style-type: none"> <li>Carry out an in-depth study into another religion</li> <li>Visit a place of worship and produce an illustrated report.</li> <li>Complete a period of work experience</li> <li>Carry out an in-depth study of an occupational area.</li> </ul>	<p>Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis</p>
<b>Term 3:</b> The Wider World	<p>This module will explore</p>	<p><b>What is going on in the World Around us ?</b></p> <p><b>UAE Link:</b> Explore and compare common issues in the UAE to the wider world</p>	<ul style="list-style-type: none"> <li>Develop students' understanding of the wider world</li> <li>Explore opportunities to view different lifestyles</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Wider World</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To be familiar global citizenship, cultural awareness, understanding of global challenges, critical thinking, intercultural communication, and a sense of responsibility towards creating a more sustainable and just world</p>	<p>This <b>provides an opportunity for collaboration</b> between Geography and Social Studies</p>	<ul style="list-style-type: none"> <li>Establish links with someone from another country and write a letter to them.</li> <li>Produce an illustrated study of a foreign country.</li> </ul>	<p>Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis</p>



# ASDAN Silver Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Module 1- Expressive Arts</b> <ul style="list-style-type: none"> <li>Conduct thorough research on the chosen celebrity or artist, gathering information about their background, achievements, and significant works</li> <li>Create an illustrated study that includes both written content and visual representations, showcasing key aspects of their life and artistic contributions</li> </ul>	Limited ability to create a creative piece	Some creative skills demonstrated	Can use creativity and artistic skills to create a piece	Confident in expressing their creativity in creating a piece	Confident in expressing their creativity in creating a piece and able to articulate why they made certain choices
<b>Module 2- The Community</b> <ul style="list-style-type: none"> <li>Discuss as a group the main organisations that provide support and assistance in your community</li> <li>Select and collect relevant website information that effectively highlight the issue of homelessness</li> <li>Explain how community involvement can contribute to personal growth and a sense of belonging</li> </ul>	Limited participation in group discussion of community organisations	Participates in some group discussions on community organisations	Ability to express an opinion on how to be involved in community organisations	Able to explain how being involved in a community organisation could help their personal growth	Expresses interest in playing an active role in community organisations
<b>Module 3- Beliefs and Values</b> <ul style="list-style-type: none"> <li>Conduct thorough research on a chosen religion, exploring its beliefs, practices, traditions, and historical context</li> <li>Create a presentation highlighting this using visuals and communicate this effectively</li> <li>Visit a place of worship associated with the chosen religion, respecting its customs and practices</li> </ul>	Limited ability to research a chosen religion	Can research a chosen religion on the internet	Can research a chosen religion on the internet and present this in a powerpoint	Can research a chosen religion on the internet and communicate this with others through a powerpoint	Can confidently present information about a chosen religion to others in a visually appealing powerpoint
<b>Module 4- World of Work</b> <ul style="list-style-type: none"> <li>Successfully complete the designated period of work experience, fulfilling the required hours and tasks as specified</li> <li>Actively engage in assigned tasks, seeking guidance when necessary and displaying a willingness to learn from experienced professionals</li> <li>Reflect on the work experience, evaluating personal growth, skills gained, and insights into the chosen occupational area</li> <li>Conduct comprehensive research on a chosen occupational area, including its skills, qualifications and career pathways</li> </ul>	Limited participation in work experience	Beginning to engage in assigned tasks during work experience	Can engage in assigned tasks during work experience and listen to instruction from others	Confident in engaging in assigned tasks during work experience and seeks guidance and feedback from others	Confident in engaging in assigned tasks during work experience, seeking guidance and feedback from others and reflecting on this in order to set personal targets
<b>Module 5- The Wider World</b> <ul style="list-style-type: none"> <li>Write a well-crafted and culturally sensitive letter to your international contact</li> <li>Show awareness of cultural customs, traditions, and norms in your communication</li> <li>Collect a wide range of reliable and diverse sources, including books, articles, websites, and firsthand accounts and create an illustrated study on a chosen country</li> <li>Present the study in a way that educates and enlightens the reader about the country's essence and significance</li> </ul>	Limited knowledge of cultural customs, traditions and norms	Beginning to develop knowledge of cultural customs, traditions and norms	Shows awareness of cultural customs, traditions and norms	Shows awareness of cultural customs, traditions and norms and creates an illustrated study to communicate this	Confidently presents information on cultural customs, traditions and norms and enlightens the reader about the country's essence.



<p><b>Term 3:</b> <b>3.1</b> Independent Living</p>	<p>This module will explore the different ways of equipping participants with the skills and knowledge necessary for living independently</p>	<p><b>What are the essential skills and knowledge needed to develop independence in daily life?</b></p> <p><u>UAE Link:</u> Go on a supermarket shop here in the UAE and make a personal budget using dirhams.</p>	<ul style="list-style-type: none"> <li>Acquire essential practical skills necessary for independent living, such as cooking, cleaning, laundry, budgeting, and basic household maintenance</li> <li>Understand the importance of budgeting, saving, and managing money effectively</li> <li>To create and maintain a personal budget, track expenses, and make informed financial decisions</li> <li>Develop an understanding of global issues, cultures, and perspectives through research, exploration, and analysis of international topics</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Independent Living and International Links</p> <p><u>Assessment for Learning:</u> Questioning, peer and self-assessment, class discussion and feedback</p> <p><u>Summative Assessment:</u> Project Portfolio, written assignment, presentations</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<ul style="list-style-type: none"> <li>To develop practical life skills that are crucial for self-sufficiency. These skills include managing finances, budgeting, cooking, cleaning, home maintenance, time management, problem-solving, and decision-making</li> <li>To develop life skills that are crucial for self-sufficiency. These skills include managing finances, budgeting, cooking, cleaning, home maintenance, time management, problem-solving, and decision-making. Acquiring these skills empowers you to confidently handle various aspects of adult life</li> </ul>	<p>This <i>provides an opportunity for collaboration</i> between Food and Textiles</p> <p>This <i>provides an opportunity for collaboration</i> between Social studies, Geography, Business studies, English, Media</p>	<ul style="list-style-type: none"> <li>Plan and cost the food required for a healthy weekend at home.</li> <li>Cost out a family holiday</li> <li>Plan a budget to allow you to live independently for a period of one year</li> <li>Clean and maintain one aspect of the house for one month</li> <li>Plan an overseas tour for a famous singer or group</li> <li>Plan and Produce an itinerary for an educational visit to a Foreign country</li> <li>Choose an international issue that is currently in the news and research it further</li> </ul>	<p>Improving own learning and performance</p> <p>Working with others</p> <p>Problem solving</p> <p>Communication</p> <p>ICT</p> <p>Application of number</p> <p>Resilience</p> <p>Research</p> <p>Inquiry</p> <p>Analysis</p>
<p>3.2 International Links</p>	<p>This module will explore activities designed to develop students' skills and knowledge in international links.</p>	<p><b>What are the skills I need to plan an international adventure?</b></p> <p><u>UAE link:</u> Research flights from the UAE to other countries. Research international issues that impact the UAE.</p>						



# ASDAN Gold Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Module 1- Information transmission</b> <ul style="list-style-type: none"> <li>Demonstrate a comprehensive understanding of the chosen topic, including its key concepts, relevant facts, and related issues</li> <li>Conduct extensive research using a variety of reputable sources to gather accurate and up-to-date information on the chosen topic</li> </ul>	Demonstrates limited research skills.  Limited ability to research leisure activities and occupations.  Limited ability to research government and community services.  Limited knowledge of how to prevent accidents.  Limited knowledge of how to budget for daily living expenses.  Limited ability to research an international issue in the news.	Beginning to become more confident with researching and presenting topic information.  Beginning to research a diverse range of leisure activities and occupations associated with them.  Beginning to be able to investigate government and community services.  Beginning to develop knowledge of how to prevent accidents through conducting a survey.  Beginning to be able to identify daily living expenses and research and calculate costs.  Beginning to be able to conduct research an international issue in the news using reliable resources	Can research a chosen topic and present this in an engaging manner.  Can research a diverse range of leisure activities and occupations associated with them.  Can investigate government and community services and present their findings.  Can present research findings based on preventing accidents and develop a survey about safety concerns within the school environment.  Can identify daily living expenses and research and calculate costs.  Can research an international issue and critically evaluate different causes and potential solutions.	Confident in researching a chosen topic and presenting this in an interesting way.  Confident in researching a diverse range of leisure activities and occupations and presents comprehensive research on this.  Can conduct thorough research of government and community services and present their findings.  Presents research findings and a well structured survey based on preventing accidents in the school environment using appropriate language and visuals.  Can identify daily living expenses and research and calculate costs ensuring it aligns with a pre determined budget.  Can demonstrate critical thinking skills by examining underlying factors and potential consequences.	Confident in researching a chosen topic and presenting this in an interesting way using interactive elements.  Able to present comprehensive research on leisure activities and occupations highlighting key responsibilities, skills and qualifications.  Confidently conducts thorough research on government and community services and present their findings in detail.  Confidently presents research findings and a well structured survey based on preventing accidents in the school environment using appropriate language and visuals.  Confidently identifies daily living expenses and research and calculates costs ensuring it aligns with a pre determined budget and adjusting where necessary.  Effectively presents research findings in a clear and organised manner and summarising key aspects of the issue.
<b>Module 2- Sport and Leisure</b> <ul style="list-style-type: none"> <li>Provide a detailed and descriptive analysis of the event, performance, or exhibition, including the atmosphere, staging, visuals, sound, and overall experience.</li> <li>Conduct thorough research on leisure possibilities in the local area, considering a diverse range of activities and attractions</li> </ul>					
<b>Module 3- The Community</b> <ul style="list-style-type: none"> <li>Conduct comprehensive research using diverse sources such as news articles, reports, interviews, or documentaries to gather information about the issue.</li> <li>Clearly present the findings of the research, organizing the information in a coherent and structured manner</li> </ul>					
<b>Module 4- Healthy Living</b> <ul style="list-style-type: none"> <li>Conduct thorough research to identify and analyze the most common accidents reported in the news, considering a range of sources such as news articles, official reports, or statistical data.</li> <li>present the research findings, including a comprehensive overview of the identified accidents and a detailed explanation of the proposed preventive measures</li> </ul>					
<b>Module 5- Independent Living</b> <ul style="list-style-type: none"> <li>Create a comprehensive shopping list with accurate quantities and measurements of ingredients.</li> <li>Calculate the total cost of the food items and ensure it aligns with the predetermined budget.</li> <li>Research and compare transportation costs, including flights, accommodation, and local transportation</li> </ul>					
<b>Module 6- National Links</b> <ul style="list-style-type: none"> <li>Select a relevant and significant international issue currently in the news</li> <li>Conduct comprehensive research using reliable sources to gather information on the issue</li> <li>Analyze and critically evaluate different perspectives, causes, implications, and potential solutions related to the issue</li> </ul>					



# Arabic A: Curriculum Ambition

طلاب مدرسة هورايزون الدولية هم من الشباب اللامعين والقادرين، الذين غالباً ما يلتحقون بالمرحلة الثانوية بحماس واهتمام شديد للتوسع في دراسة اللغة العربية. يهدف منهجنا إلى البناء على ذلك والتأكد من:

- تطوير الكفاءة في مهارات القراءة والكتابة والتحدث والاستماع باللغة العربية الفصيحة.
- بناء أساس وحصيلة لغوية متينة واكتساب المعرفة الثقافية والفهم للبلدان الناطقة باللغة العربية، بما في ذلك تاريخها وتقاليدها وعاداتها.
- اكتساب وتطوير مهارات اللغة العربية الأربع لدى الطلاب، وتمكينهم من المشاركة في المحادثات والمناقشات والمناظرات حول مواضيع مختلفة. وسيشجع ذلك على المشاركة النشطة ويوفر فرصاً للطلاب للتعبير عن آرائهم وأفكارهم باللغة العربية.
- استكشاف مجموعة من النصوص العربية الأصيلة، مثل الأدب والمقالات الإخبارية والقصائد. سيؤدي ذلك إلى تعزيز مهاراتهم اللغوية مع تعريضهم لأنواع وأساليب مختلفة من الكتابة العربية بالإضافة لتطوير مهارات التفكير النقدي لديهم.

## سيتم تحقيق أهداف مناهجنا الدراسية من خلال:

- مجموعة من الأنشطة، مثل أنشطة اللغة التفاعلية داخل الصف، والقراءة، وكتابة المقالات، والعروض التقديمية الشفوية، وممارسة اللغة الفصيحة في التحدث مع الآخرين.
- المشاركة في الأنشطة الصفية ولعب الأدوار والمناقشات والمناظرات والعمل الجماعي وهذا سيساعد في تطوير مهارات اللغة لدى الطلاب.
- دراسة بعض الموضوعات المتعلقة بالأدب والتاريخ والتقاليد والعادات والقضايا المعاصرة المتعلقة بالمجتمعات العربية.
- التعرض للمواد الثقافية الأصيلة، مثل الأدب والأفلام والموسيقى والفن، وذلك تعزيزاً للوعي الثقافي.
- تشجيع الطلاب على أن يصبحوا متعلمين مستقلين وتحمل مسؤولية تطوير لغتهم.

## يتم تنفيذ أهداف المنهاج من خلال البيانات والتقييم وإعداد التقارير والتدقيق المستمر وصوت الطلاب الذي:

- يقدر ويدرك أهمية جهد الطلاب ومشاركتهم وموقفهم من التعلم في كل درس وكل جزء من العمل.
- يوفر ملاحظات منتظمة وفعالة للطلاب حول كيفية التقدم أكثر، مدعومة بنموذج معايير النجاح لكل موضوع.
- يجمع البيانات ويحللها باستمرار من أجل التخطيط وإعداد الدروس والتعديل والتكيف والتقدم والتحصيل بما يناسب المرحلة الدراسية.
- يقدم تقارير مكتوبة لأولياء الأمور ومن خلال استشارة أولياء الأمور والمعلمين لمناقشة تقدم الطالب الفردي ونقاط القوة ومجالات التطوير والانخراط في أنشطة الإشراف والتدقيق المنتظمة، والتي تتضمن مشاركة عينات من عمل الطلاب، وتقييم العمل باستخدام معايير النجاح المحددة مسبقاً ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار داخل القسم والمدرسة الثانوية



# Arabic A: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> العتاء	- يحلل النص تحليلًا فكريًا، محدّدًا دور الخيال والمحسّنات اللفظية في إيجاد التأثير في النص الشعري.  - يكتب استجابة أدبية للنص، ملتزمًا بالسلامة اللغوية.  - يحدّد أفكار النص المسموع ويحلّلها.	كيف تقيم عطاء الوالد لك؟ وهل عطاء الوالد لك له حدود أو نهاية؟ وهل حرمان الوالد لك أحيانًا تعتبره عدم حبه لك؟ أم هو خير ونفع لك؟	- أن يستنتج المتعلم الفكرة الرئيسة والفكر الفرعية التي يدور حولها النص.  - أن يبدي رأيه في القضية التي يطرحها النص الأدبي.	- البحث عن خصائص الشعر في العصر الجاهلي. (موقع ويكيبيديا)  - تقديم سيرة ذاتية للشاعر أمية بن أبي الصلت.  - البحث في قاموس المعاني الإلكتروني عن معاني المفردات الجديدة.  - كتابة موضوعات إبداعية تعالج النص الأدبي مثل: تغريدة/ تلخيص/ رسالة/ نص سردي/ استجابة أدبية.	- أن يحلّل المتعلم النصوص في سياقها التاريخي والاجتماعي والسياسي، مستخلصًا السمات الفنية لها.  - أن يبيّن المتعلم المعنى الإجمالي للنص الشعري.  - أن يحلّل المتعلم النص الشعري تحليلًا فكريًا موضحًا دور الخيال والمحسّنات.	يعزز هذا الدرس الانتماء للأهل، قوة ارتباط الولد لوالده، ومعرفة مدى التضحية والتعب الذي يبذله الأب أو الأم في سبيل سعادة أبنائه.	قراءة فصحة عن الحطاء وتدرج ملخصًا أمام الطلاب.	التفكير الناقد الإبداع التعاون حل المشكلات البحث التساؤل والاستفسار
<b>Term 2:</b> التخطيط الجيد	- يظهر المتعلم فهمًا للمادة المسموعة، ويتواصل مع الآخرين مقدّمًا المعلومات والنتائج المدعومة بالأدلة والبراهين لاستمالة المستمعين، ومستخدمًا اللغة العربية الفصحى.	ما أهمية التخطيط الجيد لنجاح أي مشروع؟ وهل للتخطيط الجيد خطوات؟ ومنذ متى عليك أن تبدأ في التخطيط؟	- أن يحلّل المتعلم الفكر الرئيسة والفرعية بالنص المسموع.  - أن يبدي وجهة نظره الشخصية في القضية المطروحة بالنص الأدبي.	- أسطوانة المادة المسموعة. - جهاز الحاسوب.  - أوراق عمل لتسجيل معلومات النص المسموع. يستخدم الطلاب كل ما يحتاجون إليه في العرض: جهاز الحاسوب / الفيديو / شاشة العرض / أجهزة الصوت المعينات البصرية / اللوحات التوضيحية.	- أن يحدّد أفكار النص المسموع ويحلّلها. - أن يحلّل المادة المسموعة، محدّدًا الفكر والنقاط الرئيسة.  - أوراق عمل لتسجيل معلومات النص المسموع. يستخدم الطلاب كل ما يحتاجون إليه في العرض: جهاز الحاسوب / الفيديو / شاشة العرض / أجهزة الصوت المعينات البصرية / اللوحات التوضيحية.	يعزز لدى الطالب فكرة التخطيط الجيد لأي مشروع مستقبلي، وأن يبدأ في التخطيط مبكرًا.	يصمم المتعلم خريطة ذهنية لأهم مخططاته المستقبلية وسبل تحقيقها.	التفكير الناقد الإبداع التعاون حل المشكلات البحث التساؤل والاستفسار
<b>Term 3:</b> المفارقة	- يحدّد الفكرة الرئيسة للنص القصصي، مبيّنًا خصائصه، وتطور الأحداث، ومقومات الشخصية.  - يوضّح نوع المفارقة الموجودة في القصة، وأثرها على سير الأحداث.  - ينشئ استجابة أدبية للنص القصصي، مع إبداء وجهة نظره الشخصية، مدعومة بالأدلة والبراهين.  - يوظف عبارات الرأي لتوضيح فكرته.	كثير من الأحداث تحدث في حياتنا على غير ما توقعنا، إما خيرًا أو شرًا. ما أهم حدث حدث في حياتك قريبًا لم تكن تتوقعه؟ أو حدث عكس ما توقعته؟	- أن يحلّل المتعلم الشخصيات من خلال أفكارها وأفعالها وأقوالها.  - أن يفسر المتعلم الكلمات مستعينًا بالمعجم الورقي والرقمي.  - أن يعيد صياغة القصة حسب رؤيته الخاصة.	- الفهم العام من خلال المناقشة والحوار والعصف الذهني حول ما يدور بالقصة من أحداث.  - أعمق فهمي عن طريق تقسيم الطلاب إلى مجموعات تناقش حول (أحداث القصة - والفكر الواردة - الشخصيات - معجم القصة - وضع نهاية مختلفة للقصة - نقد القصة).  - المقارنة بين هذه القصة وقصة أخرى من الأدب العربي.  - استخدام مهارات التفكير الناقد في صياغة الأسئلة والتعزيز للطلاب وتقديم تغذية راجعة لهم.  - إجراء اختبار ختامي قصير للتأكد من مستوى التعلم لدى الطلاب من خلال ورقة عمل.	- أن يقارن المتعلم بين مجموعته من القصص المختلفة من حيث الفروق في توظيف لغة السرد والوصف والحوار.  - أن يحاكي النص الأدبي، موظفًا تقنية المفارقة توظيفًا فنيًا.	يعزز لدى الطالب أن يكون مرنا تجاه الأحداث التي تحدث له	يصمم الطالب موقفًا من حياته حدثت فيه مفارقة، ثم يذكر نوع المفارقة؟ عمل خريطة ذهنية لأهم القيم الواردة بالنص.	التفكير الناقد الإبداع التعاون حل المشكلات البحث التساؤل والاستفسار

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	2.1.2.3 يحلل G11 المتعلم الأبيات في سياقها التاريخي والسياسي والاجتماعي، مستخلصاً السمات الفنية لها	ماذا تعرف عن خصائص الشعر الجاهلي؟ وماذا يقصد بالشعر الجاهلي؟ اذكر بعض أغراض الشعر الجاهلي.	يتوقع من الطالب أن: - يحدد شخصية الكاتب من خلال تتبع حياته التاريخية والاجتماعية - يبين المعنى الإجمالي للنص موضخاً الفكر الرئيسية والفرعية. - يحلل النص في سياقاته المختلفة..	البحث عن خصائص الشعر في العصر الجاهلي موقع ويكيبيديا. <a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a> البحث في موقع المعاني لتفسير المفردات <a href="http://www.almaany.com/ar/dict/ar-ar/">http://www.almaany.com/ar/dict/ar-ar/</a> 1- استراتيجيات التعليم المباشر: عن طريق السؤال والحوار بما يوحى عنوان القصيدة. أو 2- استراتيجيات نحو النص: شاهد – فكر – انقد عن طريق عرض صور لها علاقة بالدرس والسؤال عنها شفويًا وذلك لاستثمار الصور في توضيح عنوان الدرس. 3- استراتيجيات مهارة البحث عن خصائص الشعر موقع ويكيبيديا.	3.1.2.2G73.1.3.2G11 يقارن المتعلم بين نصوص شعرية تنتمي إلى عصر أدبي واحد من حيث الألفاظ والأسلوب. 2.1.3.2.G11 يوضح المتعلم دور الخيال والمحسنات اللفظية في خلق التأثير في الشعر 5.1.3.2G11 ينقد المتعلم النص الأدبي من خلال تحليل العاطفة والثيرة والتجسيد والرمزية..... مستخدماً التقنيات السمعية والبصرية في عرض إنتاجه مراعيًا مهارة التحدث باللغة العربية 2.1.2.2G11 يقارن المتعلم بين نصين أدبيين قديم وحديث "يشتركان في موضوع واحد من حيث اللغة والأسلوب" 3.1.1.2G11 يحلل المتعلم النص الشعري في سياقه التاريخي مستنتجاً السمات الفنية له .	مقارنة بين فكرة النص ونص آخر من حيث انقاء اللفظ الطيب وتوضيح القيم في كل منهما والبلاغة في الحديث مع الآخرين وعدم استخدام الألفاظ غير اللطيفة. - كتابة مقال عن عام الخير بالإمارات.	• يصمم المتعلم خريطة ذهنية لأهم مخططاته المستقلة وسبل تحقيقها.	التفكير الناقد الإبداع التعاون حل المشكلات البحث التساؤل والاستفسار
<b>Term 2:</b>	1.3.2 أن يقرأ المتعلم نصوصاً شعرية متنوعة ويحللها ويفهمها، ويلخص الفكر المقدمه فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية . 1.1.2	ماذا تعرف عن المفارقة وأنواعها؟ وما نوع المفارقة التي استخدمتها الكاتبة في قصة الكرتون؟ اكتب فقرة تحتوي على مفارقة لفظية.	2.1.3.2.G10 يوضح المتعلم دور الخيال والمحسنات اللفظية في خلق التأثير في الشعر 5.1.3.2G10 ينقد المتعلم النص الأدبي من خلال تحليل العاطفة والثيرة والتجسيد والرمزية..... مستخدماً التقنيات السمعية والبصرية في عرض إنتاجه مراعيًا مهارة التحدث باللغة العربية 3.1.1.2G10 يحلل المتعلم النص الشعري في سياقه التاريخي . مستنتجاً السمات الفنية له	1- نشاط التعليم المباشر: عن طريق السؤال والحوار بما يوحى عنوان القصيدة. أو 2- استراتيجيات نحو النص: شاهد – فكر – انقد عن طريق عرض صور لها علاقة بالدرس والسؤال عنها شفويًا وذلك لاستثمار الصور لتوضيح عنوان الدرس 3- استراتيجيات مهارة البحث عن خصائص الشعر موقع ويكيبيديا. <a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a> 4- استراتيجيات المهارة القرائية: حيث يقرأ الطالب المقدمة ثم الباقي ويراعي في القراءة التعبير والافعال والتنميط وليتمكن المعلم اسماع الطلاب النص موظفًا الوسائط السمعية والبصرية. 6- استراتيجيات الفهم العام للنص: عن طريق أسئلة شفوية وعصف ذهني حول النص والعاطفة والعصر التي قبلت فيه	أن يحدد الطلاب الدلالات الإيحائية والمجازية في النص الشعري أن يبتز الطلاب النص الشعري في صورة	ما العلاقة بين هذا الدرس وأهل الإمارات العربية المتحدة؟ لأنواع المفارقة، وضرب مثل لكل نوع.	• عمل تصميم أو خريطة ذهنية لأنواع المفارقة، وضرب مثل لكل نوع.	التفكير الناقد الإبداع التعاون حل المشكلات البحث التساؤل والاستفسار
<b>Term 3:</b>	1.1.3.2.G11 يستنتج الدلالات التي تظهر تفاصيل القصة، وتمييز دلالات الألفاظ والتراكيب غير المباشرة، ي	ما أهم خصائص ومميزات البيئة الإماراتية؟ وما وجه الشبه بينها وبين بيئة الشاعر في النص؟	- أن يحلل المتعلم (القصه) إلى عناصرها الفنية. - أن يحدد الراوي ووجهة النظر التي يبرمضها و دوره في البناء القصصي.	البحث في موقع المعاني لتفسير المفردات . <a href="http://www.almaany.com/ar/dict/ar-ar/">http://www.almaany.com/ar/dict/ar-ar/</a> عرض تقديمي عن المفارقة وأنواعها. <b>اللغة</b> القاعدة: توظيف الأساليب الخيرية والإنشائية. 1- يتم عرض فيديو حول موضوع القصة ومناقشة الطلاب فيه 2- القراءة الصامتة 3- الفهم العام من خلال المناقشة والحوار والعصف الذهني حول ما جاء في القصة 4- أعمق فهمي عن طريق تقسيم الطلاب إلى مجموعات تناقش حول ( أحداث القصة –والفكر الواردة - الشخصيات – معجم القصة –وضع نهاية مختلفة للقصة – واجبتا تجاه من يطلب المساعدة– نقد القصة) 5- المقارنة بين القصة وقصة أخرى من الأدب العربي 6- عمل حوار حول العمل 7- نشاط كتابي ( قصة قصيرة – موضوع وصفي – تمثيل )	3.1.2.2 يحدّد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضخاً ما يميز به كل نوع. 4.1.2.2	ما المشترك بين البيئة الإماراتية و البيئة التي وردت في النص؟	• عمل تصميم لبيئة الإمارات	التفكير الناقد الإبداع التعاون حل المشكلات البحث التساؤل والاستفسار



# Arabic A: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
مهارة القراءة يحدد الفكر الرئيسية أو الرسالة العامة، والدروس المستفادة من النصوص.	يحدد المعنى الإجمالي للنص، موضعا الفكر الرئيسية	يحدد المعنى الإجمالي للنص، موضعا الفكر الرئيسية، ومفسرا كلمات النص الشعري.	يحلل النص الشعري تحليلا فكريا، موضعا دور الخيال والمحسنات اللفظية في إيجاد التأثير في النص الشعري.	يحلل رواية فنية، موضعا فكرتها وخصائصها، وتطور أحداثها ومقومات شخصياتها.	يحلل النص أو جزءا من النص الذي يعبر فيه المؤلف عن موقفه أو تخليقه على قضية اجتماعية، موظفا مهارة التفكير الناقد.
مهارة الكتابة يكتب نصوصا تعبر عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية؛ من خلال مراحل الكتابة.	يكتب نصا سرديا مكونا من عدة أحداث، واصفا المشاهد والمشاعر بتفاصيل حسية دقيقة	يكتب نصا سرديا مكونا من عدة أحداث، واصفا المشاهد والمشاعر بتفاصيل حسية دقيقة، وموظفا الحوار والاستعارات والتشبيهات	يكتب نصا سرديا مكونا من عدة أحداث، واصفا المشاهد والمشاعر بتفاصيل حسية دقيقة، وموظفا الحوار والاستعارات والتشبيهات، ومستجيبا بالتشاهد المختلفة من قرآن كريم وأحاديث أو أُنشعار وحكم عربية.	يكتب استجابات شخصية للنصوص الأدبية التي يقرأها.	ينتج نصوصا سردية ومعلوماتية وإقناعية ووصفية، وتظهر كتاباته تفيدة بالسلامة اللغوية.
مهارة التحدث يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة.	يقدم عرضا تقديميا عن وجهة نظر شخصية.	يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة، شارحا كيف تسهم تلك المحينات في توضيح الموضوع.	يقدم عرضا تقديميا عن ظاهرة ما أو مشكلة لإقناع الجمهور، مؤكدا رأيه، وداعما له بالدليل.	ينظم مادة الحديث باختيار استراتيجيات مناسبة لعرض ومقدمة وخاتمة لظاهرة ما.	يتشارك بفاعلية في ندوة طلابية.
مهارة الاستماع يحدد مضمون النص المسموع، والفكرة الرئيسية، والأفكار الفرعية، ويحلل المادة المسموعة؛ محدد العلاقات بين أجزاء النص، مفاضلا بين الآراء.	يحدد أفكار النص المسموع، ويحللها.	يحلل المادة المسموعة، محدد الفكر الرئيسية.	يحلل المادة المسموعة، محدد الفكر الرئيسية، ومبديا رأيه ووجهة نظره.	يحلل المادة المسموعة، محدد الفكر الرئيسية، ومبديا رأيه ووجهة نظره، ويقوم مصداقية الشخصيات.	يحلل المادة المسموعة، محدد الفكر الرئيسية، ومبديا رأيه ووجهة نظره، ويقوم مصداقية الشخصيات، والحجج، وتنظيم الأفكار أو الأحداث والأسلوب من خلال أحكام مدعومة بأدلة مقنعة.
مهارة القواعد يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما صحيحا.	يتعرف الميزان الصرفي، ويستخدمه في وزن الكلمات البيسطة الصحيحة. يستق اسم الفاعل واسم المفعول من الفعل الثلاثي. يتعرف أحكام العدد والمحدود، ومطابقة العدد لمحدوده.	يتعرف الميزان الصرفي، ويستخدمه في وزن الكلمات البسيطة الصحيحة. يستق اسم الفاعل واسم المفعول من الفعل الثلاثي، ويعربه، ويوظفه. يتعرف نوعا التوكيد، ويعربهما ويوظفهما في جمل. يتعرف أحكام العدد والمحدود، ومطابقة العدد لمحدوده	يتعرف الميزان الصرفي، ويستخدمه في وزن الكلمات البسيطة الصحيحة. يستق اسم الفاعل واسم المفعول من الفعل الثلاثي، ويعربهما ويوظفهما في جمل.. يتعرف نوعا التوكيد، ويعربهما ويوظفهما في جمل وقرات. يتعرف أحكام العدد والمحدود، ومطابقة العدد لمحدوده	يتعرف الميزان الصرفي، ويستخدمه في وزن الكلمات البيسطة الصحيحة. يستق اسم الفاعل واسم المفعول من الفعل الثلاثي. يتعرف أحكام العدد والمحدود، ومطابقة العدد لمحدوده العدد من (12-1)	يتعرف الميزان الصرفي، ويستخدمه في وزن الكلمات البسيطة الصحيحة. يستق اسم الفاعل واسم المفعول من الفعل الثلاثي. يتعرف أحكام العدد والمحدود، ومطابقة العدد لمحدوده العدد من (19-1)

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<p>مهارة القراءة</p> <p>يحدد الفكر الرئيسية أو الرسالة العامة، والدروس المستفادة من النصوص.</p>	<p>يحدد المعنى الإجمالي للنص، موضحا الفكر الرئيسية</p>	<p>يحدد المعنى الإجمالي للنص، موضحا الفكر الرئيسية، ومفسرا كلمات النص الشعري.</p>	<p>يحلل الفكرة الرئيسية أو وجهة النظر في النص، وكيف تشكلت وتطورت من خلال تفاصيل محددة.</p>	<p>يحلل النص الشعري تحليلا فكريا وتقديرا، موضحا فكره الرئيسية والفردية.</p>	<p>يحلل النص أو جزءا من النص الذي يعبر فيه المؤلف عن موقفه أو تحليقه على قضية اجتماعية، موظفا مهارة التفكير الناقد.</p>
<p>مهارة الكتابة</p> <p>يكتب نصوصا تعبر عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية؛ من خلال مراحل الكتابة.</p>	<p>يظهر قدرة واضحة في السيطرة على الموضوع، معبرا عن أسلوبه الخاص، مراعى السلامة اللغوية.</p>	<p>يكتب سيرة ذاتية أو نصوصا سردية تشمل على الشخصيات الرئيسية والثانوية والحبكة والصراع والحل مستخدما تقنيات الحوار والسرد والوصف</p>	<p>يكتب استجابات شخصية للنصوص الأدبية تحكس فهمه للمعنى، رابطا استجابته للنص باستنتاجات وأحكام مدعومة بأدلة من النص.</p>	<p>يكتب مقالا وصفيًا ذاكرة التفاصيل الخارجية للأماكن والأحاسيس والمشاعر الداخلية للشخصيات</p>	<p>يكتب مقالا تحليليا عن فكرة أو قضية ما، مسجلا الأفكار المهمة والافتقادات والمعلومات المتصلة بالموضوع</p>
<p>مهارة التحدث</p> <p>يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة.</p>	<p>يقدم عرضا تقديميا عن وجهة نظر شخصية.</p>	<p>يقدم عرضا تقديميا معلوماتيا بطرائق واضحة ومنطقية، موظفا الكلمات المنسوبة، معتمدا على تنوع الجمل اللغوية التي تناسب الموقف، مظهرا فهمه للموضوع، مستخدما اللغة العربية الفصيحة</p>	<p>يعد وينتقى قصة ويقدمها مستخدما عناصر القصة الأساسية، ومبرزا المكان والحبكة، مستخدما آليات الكلام المتضمنة: ضبط التغميم ووضوح الصوت والاتصال البصري</p>	<p>يقدم عرضا تقديميا معلوماتيا عن شخصية أدبية أو علمية، مظهرا إحاطة تامة بالموضوع المطروح بالإجابة عن أسئلة المستمعين، مستخدما اللغة العربية الفصيحة، ولغة الجسد المناسبة.</p>	<p>يقدم عرضا شفويًا، مستخدما وسائل مرئية داعمة، ومستثمرا التقنيات الحديثة، ملتزمًا بالوقت المحدد.</p>
<p>مهارة الاستماع</p> <p>يحدد مضمون النص المسموع، والفكرة الرئيسية، والأفكار الفرعية، ويحلل المادة المسموعة؛ محددًا العلاقات بين أجزاء النص، مفاضلا بين الآراء.</p>	<p>يحدد أفكار النص المسموع، ويحللها.</p>	<p>يحلل أفكار النص المسموع، محددًا الفكر والنقاط الرئيسية.</p>	<p>يحلل أفكار النص المسموع، محددًا الفكر والنقاط الرئيسية، وطبيعة الحجج المقدمة فيه.</p>	<p>يناقش ما ورد في النص المسموع من أفكار، ويبين موقفه منها.</p>	<p>يناقش ما ورد في النص المسموع من أفكار، ويبين موقفه منها، ويقوم مصداقية الشخصيات، وينقد ما ورد فيه من أفكار مبينا وجهة نظره، داعما إياها بالأدلة.</p>
<p>مهارة القواعد</p> <p>يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما صحيحا.</p>	<p>يتعرف صيغ اسم الفاعل، ويوظفها في مواقف حياتية.</p> <p>يتعرف أسلوب الاستثناء، ويوظفه في مواقف حياتية.</p>	<p>يتعرف صيغ اسم الفاعل، ويوظفها في مواقف حياتية.</p> <p>يتعرف أسلوب الاستثناء، ويوظفه في مواقف حياتية.</p> <p>يتعرف نوعي الاستعارة باعتبار الطرف المحذوف (مكتبة- صريحة)، ويحللها، وينتج جملا تتضمنهما، ويوظفهما في إنتاجه الكتابي.</p>	<p>يتعرف صيغ اسم الفاعل، ويوظفها في مواقف حياتية.</p> <p>يتعرف أسلوب الاستثناء، ويوظفه في مواقف حياتية.</p> <p>يتعرف نوعي الاستعارة باعتبار الطرف المحذوف (مكتبة- صريحة)، ويحللها، وينتج جملا تتضمنهما، ويوظفهما في إنتاجه الكتابي.</p> <p>يحدد الغرض البلاغي للتقديم والتأخير.</p>	<p>يتعرف صيغ اسم الفاعل، ويوظفها في مواقف حياتية.</p> <p>يتعرف أسلوب الاستثناء، ويوظفه في مواقف حياتية.</p> <p>يتعرف نوعي الاستعارة باعتبار الطرف المحذوف (مكتبة- صريحة)، ويحللها، وينتج جملا تتضمنهما، ويوظفهما في إنتاجه الكتابي.</p> <p>يحدد الغرض البلاغي للتقديم والتأخير.</p>	<p>يتعرف صيغ اسم الفاعل، ويوظفها في مواقف حياتية.</p> <p>يتعرف أسلوب الاستثناء، ويوظفه في مواقف حياتية.</p> <p>يتعرف نوعي الاستعارة باعتبار الطرف المحذوف (مكتبة- صريحة)، ويحللها، وينتج جملا تتضمنهما، ويوظفهما في إنتاجه الكتابي.</p> <p>يحدد الغرض البلاغي للتقديم والتأخير.</p> <p>يتعرف مفهوم الطباق والمقابلة، وينتج جملا تتضمنهما، مميذا بينهما</p>

# Arabic B: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Arabic B. Our curriculum aims to build on this and ensure that they:**

- Develop proficiency in reading, writing, speaking, and listening skills in Arabic as a second language
- Provide a solid foundation in vocabulary, grammar, and sentence structure
- Gain cultural knowledge and understanding of Arabic-speaking countries, including their history, traditions, and customs
- Acquire effective communication skills in Arabic, enabling them to engage in conversations, discussions, and debates on various topics
- Explore a range of authentic Arabic texts, such as literature, news articles and poems
- Develop critical thinking and analytical skills through the study of Arabic texts, encouraging students to interpret and evaluate information in Arabic
- Foster a love for Arabic language and culture, inspiring students to continue learning and using Arabic beyond the classroom. To provide engaging and meaningful learning experiences that make Arabic language learning enjoyable and rewarding
- Support students in preparing for external language proficiency examinations, such as the Arabic GCSE or equivalent assessments. It will align with the examination requirements and provide ample opportunities for students to practice and develop the necessary skills
- Encourage independent learning and self-reflection, enabling students to set goals, monitor their progress, and take ownership of their language learning journey
- Promote inclusivity and celebrate diversity within the Arabic-speaking world, ensuring that all students feel valued and respected regardless of their background or proficiency level in Arabic

**These aims are realised through our curriculum which:**

- Our curriculum aims will be achieved through a range of activities, such as interactive language exercises, reading comprehension tasks, essay writing, oral presentations, and language practice with native speakers
- Engagement in authentic communication. Classroom activities, role-plays, discussions, debates, and group work will help develop students' communication skills
- Study some topics related literature, history, traditions, customs, and contemporary issues related to Arab societies. Exposure to authentic cultural materials, such as literature, films, music, and art, can promote cultural awareness
- Independent Learning: The curriculum aims to encourage students to become independent learners and take responsibility for their own language development
- The students will use of digital resources, online platforms, language learning apps, multimedia materials, and communication tools that facilitate language practice and authentic interaction

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Arabic B: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>The life in the modern city and villages and countryside</b>	In this Unit will learn new different vocabularies and phrases and will use it to explore the different between the life in different area ,and how the presence or absence of the different services and facilities impact on the human welfare.	<b>What are the different between the life in the Modern City and countryside and to what extent its affect the human welfare?</b>  <b>UAE Link:</b> <b>How the UAE provides a welfare and happiness for the citizens?</b>	<ul style="list-style-type: none"> <li>To explain the features of life in the village and the city</li> <li>To compare between the village and the city</li> <li>To write an article for a newspaper on the importance of developing the village and the countryside</li> <li>To submit proposals for the development of the countryside and the city</li> <li>To explain the relationship between education and life in the village and the city</li> <li>To conduct an interview with a television channel to present the problem of poverty and lack of education in villages</li> <li>-To create a letter of complain to Government to improve their living area</li> </ul>	Through classroom learning activities Learning new different vocabulary and expressions  <b>Assessment for Learning:</b> Questioning, peer and self-assessment, class discussion and feedback. Reading-writing-listening and speaking quizzes and analyse different comprehension texts. <b>Summative Assessment:</b> End of term creative article writing to compare between the features of life in Modern city and countryside. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand the main ideas and the details from different reading text. To be able to create a written article and understand the different between the formal and informal written letters.	This <b>builds on</b> vocabularies bank and accuracy of the 4 language skills  This <b>builds towards</b> your language proficiency for Arabic GCSE studying  This <b>provides an opportunity for collaboration</b> between culture, social studies and Geography.	<ul style="list-style-type: none"> <li>Design a 3D models of any area in the city or the villages</li> <li>Create a presentation about the different between the life in modern city and the villages.</li> <li>Create different type of writing about the topic.</li> <li>Create a small exhibition about the handicrafts Jobs.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b> <b>The Environment and Pollution</b>	In this Unit will learn new different vocabularies and phrases and will use it to explore the different types of pollutions And sustainable environment	<b>What are the different type of pollution and to what extent its impact on our health, life and environment?</b>  <b>UAE Link:</b> <b>Students will explore and discuss and explain in different language format the role of the UAE Government initiatives towards the sustainability and the role of UAE red crescent in supporting the environment.</b>	<ul style="list-style-type: none"> <li>The student will discuss the issue of pollution, its types/causes, damages/solutions</li> <li>To express some ideas on how to protect the environment</li> <li>Explain the relationship between pollution, food and health.</li> <li>The student will explain the impact of cleanliness and pollution on the individual and society</li> <li>The student should express his opinion on the relationship between the social media and awareness of the pollution</li> </ul>	Through classroom learning activities Learning new different vocabulary and expressions  <b>Assessment for Learning:</b> self-assessment, class discussion and feedback. Reading-writing-listening and speaking quizzes and analyse different comprehension texts. <b>Summative Assessment:</b> End of term creative documentary report about the pollution. Analysis a news report about the pollution in some areas. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight some complex text and vocabularies from GCSE related topics  To understand the main ideas and the details from different reading articles and news reports about pollution.	This <b>builds on</b> vocabularies bank and accuracy of the 4 language skills  This <b>builds towards</b> your language proficiency for Arabic GCSE studying  This <b>provides an opportunity for collaboration</b> between culture, social studies and Geography.	<ul style="list-style-type: none"> <li>Analyze different text about the pollution and environment</li> <li>will collaborate and design a recycle models and represent it in Arabic to the school</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
<b>Term 3:</b> <b>The Healthy life and leisure</b>	In this Unit will learn new different vocabularies and phrases and will use it to explore, understand and explain the features of the healthy life style and leisure activities.	<b>What is the healthy life means and how could we live a healthy life?</b>  <b>UAE Link:</b> <b>What are the different activities and events that UAE is hosting and organizing it for the youth?</b> <b>UAE 3030 fitness challenge.</b>	<ul style="list-style-type: none"> <li>To suggest ideas for a better healthy life</li> <li>To express my opinion on fast food and its relationship to human health</li> <li>To explain the impact of a good/not-so-good healthy life on the individual and society</li> <li>To give opinion on the relationship between social media and human health</li> <li>To talk about the issue of food pollution / its causes - damages / solutions</li> <li>To explain the UAE's role in healthcare</li> <li>I can explain the relationship between education and health</li> <li>I can write new proposals for better health</li> </ul>	Through classroom learning activities Learning new different vocabulary and expressions  <b>Assessment for Learning:</b> self-assessment, class discussion and feedback. Reading-writing-listening and speaking quizzes and analyse different comprehension texts. <b>Summative Assessment:</b> End of term report writing about how the fast food and its impact on the human's health and age. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight some complex text and vocabularies from GCSE related topics  To understand the main ideas and the details from different reports text  Will create a written report text about the fast food	This <b>builds on</b> vocabularies bank and accuracy of the 4 language skills  This <b>builds towards</b> your language proficiency for Arabic GCSE studying  This <b>provides an opportunity for collaboration</b> between PE ,Food Tech	<ul style="list-style-type: none"> <li>Design a daily and healthy routine plan including the healthy food, sports and activities</li> <li>Develop the speaking skills when representing their routines.</li> </ul>	Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience



# Arabic B: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Analyse and Understand information and details in texts related to daily life, personal interests and studies confidently and easily and understand cohesive narratives and descriptive texts. ( Reading skill)</b>	Explain short non - complex texts presenting basic information about a variety of personal and social topics - with few gaps in comprehension	explain cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules.	Understand narrative and descriptive texts comprised of more than one paragraph, can understand main idea and supporting details. Comprehension is derived mainly from knowledge of context and content.	Clearly explain the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them	Can accurately explain the main idea, facts and multiple details and comprehension derives not only from context and knowledge of topic, but also from the reader's own knowledge of the language itself
<b>Create on a wide range of academic, specialized, and general topics, also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.( writing skill)</b>	Can write a simple paragraph or summary about different topics and events using one tense.	The writer can write narrative and descriptive texts using some tenses and a variety of linguistic structures.	Can show some ability to write narrative and descriptive texts in the present, past and future tenses when writing about everyday events and situations. Such descriptive and narrative texts are one paragraph long using all tenses and a variety of linguistic structures.	Can write narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time and writing includes some of linking words and is composed of more than one paragraph.	Can include a variety of linking words and is composed of more than 3 paragraph also writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas. Writing is sometimes similar to oral discourse.
<b>Develop his understanding of the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts. ( listening skill)</b>	Can easily and confidently explain simple and compound sentences (one sentence at a time) about basic.	Can demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea and some simple details.	Can generally explain the main facts and some details in narrative and descriptive texts composed of more than one paragraph.	Can explain the main facts and many supporting details. His understanding may be based on context and knowledge of linguistic structures and content.	Can create augmented, and mixed reality technologies to design and develop complex experiences that solve problems
<b>Evalute his speaking and converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. ( speaking skill)</b>	Can perform many communication tasks and can actively participate in most informal discussions and some formal ones.	Can show ability to narrate and describe using all tenses.	The student is fluent due to his wide range of vocabulary and ability to use a variety of linguistic structures.	The speaker can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity.	The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts also can participate in dialogues using appropriately correct, clear and precise linguistic structures to convey desired message.

# Art & Design: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Art and Design. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to become future strong, creative thinkers, who are equipped with 21<sup>st</sup> century learning skills to embrace the everchanging art world.
- Enjoy creativity and engineering to develop new and exciting Artwork
- Explore emerging techniques and skills such as digital art and printing and new styles and trends emerging for the world of Art and Fashion.
- Explore the importance of contextual analysis and interpretation to make informed decisions
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Provided with access to real-world brands and problems and industry experts to provide guidance and advice on trends and styles
- Build an understanding of the idea that Art is about the IDEA not always about the look.
- Develop skills in sewing construction and printed design with the necessary skills to succeed in the industry
- Showcase their innovative solutions and receive feedback from peers and industry experts
- Embrace a mindset of resilience and adaptability to cope with the fast-paced and ever-changing Art and Design world.

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including Fine Art Textiles and 3D Design.
- Is organised to stimulate depth and breadth of thinking, understanding and mastery of skills across 3 pathways.
- Encourages a culture of exploration, research and application through 21<sup>st</sup> century skills and techniques
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria flight paths and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Art & Design: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	Project building with a timeframe to mimic IGCSE. Start word "Light and Dark"  Light and Dark Continuation.	<b>To create a personal and meaningful response from the start word. Light and Dark.</b>	<ul style="list-style-type: none"> <li>How have you created movement in your Artwork</li> <li>How have you developed your ideas</li> <li>What skills have you demonstrated through your developments</li> </ul>	Through exploring.....  <b>Assessment for Learning:</b> How have you developed your idea? How have you taken inspiration from Artists and Designs to inform your own original idea? How have you presented a personal and meaningful response? How have you been selective with your work. <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how to present a personal and meaningful outcome. To self and peer assessment to start to develop understanding of the marking criteria. To understand the time in which you can be working on a continued piece of artwork.	This <b>builds on</b> skills learnt in KS3 . The students will be able to build on their own specialism and start to develop their own artist style.  This <b>builds towards</b> exam criteria and what to expect from coursework. To be able to understand the time frame in which they have to produce work at high quality.  This <b>provides an opportunity for collaboration</b> between student and working artists.	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Develop</li> <li>Researching</li> <li>Exhibitions</li> <li>Film</li> <li>Photography</li> <li>Art history</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b>	"Messages" Start word.	<b>How are you comminating your Idea through your outcome.</b>	<ul style="list-style-type: none"> <li>How have you used research and artists to inform your own idea</li> <li>How have you developed your ideas</li> <li>How have you presented a personal and meaningful response.</li> </ul>	Through exploring.....  WAGOLL Artists and designer research Experimenting through trial and error. Building  <b>Assessment for Learning:</b> How have you developed your idea? How have you taken inspiration from Artists and Designs to inform your own original idea? How have you presented a personal and meaningful response? How have you been selective with your work <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight into building a project and personal portfolio in their own creative pathway. EG. Fine Art or Textiles.	This <b>builds on</b> project building and developing their own style as artists and designers.  This <b>builds towards</b> independence when researching and selecting the correct media to respond with.  This <b>provides an opportunity for collaboration</b> between students and working artists to form a personal and meaningful response.	<ul style="list-style-type: none"> <li>Analyse</li> <li>Design</li> <li>Develop</li> <li>Researching</li> <li>Exhibitions</li> <li>Film</li> <li>Photography</li> <li>Art history</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
<b>Term 3:</b>	Workshops to build skills prior to Year 11 CW	<b>To build on skills on Painting / Printing / 3D and Textiles in order to specials into a pathway in Year 11</b>	<ul style="list-style-type: none"> <li>To gain understanding into how media can be used not for its original purpose.E.G Drawing with the sewing machine.</li> <li>To build on creative mistakes and explore how to improve without disregarding the idea. "Happy Accidents!"</li> </ul>	Through exploring printing, photography and observational drawing workshops.  <b>Assessment for Learning:</b> How have you built on 'mistakes made' How have you presented your portfolio. <b>Summative Assessment:</b>  <b>This asessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with a wide variety of media that can be used in more depth to create consistency with exploring ideas.	This <b>builds on</b> art skills across a wide range of media that can be used at IGCSE. Developing independence in preparation for IGCSE.  This <b>builds towards</b> the first start word which is 50% of their final grade at IGCSE.  This <b>provides an opportunity for collaboration</b> between students and artists in the working world.	<ul style="list-style-type: none"> <li>Design</li> <li>Develop</li> <li>Exhibitions</li> <li>Film</li> <li>Photography</li> <li>Art history</li> <li>Print</li> <li>Portfolio development.</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>July-December</b>	Developing personal and meaningful response to start the chosen start word. TBC.	<b>How have you communicated your idea visually through your project?</b>	<ul style="list-style-type: none"> <li>To experiment with a wide range of media for your chosen pathway. E.g Textiles/ Fine Art</li> <li>Following the Edexcel Assessment objectives.</li> <li>How have you developed ideas</li> <li>How have you refined your work and been selective</li> <li>How have you recorded your ideas and observations through drawing and through written communication.</li> </ul>	<p>Through exploring WAGOLL and working artists that also look at similar themes to your chosen start word.</p> <p><b>Assessment for Learning:</b> Develop Explore Refine Present</p> <p><b>Summative Assessment:</b>  This assessment will assess how effectively students have developed their understanding of the topic</p>	<p>To understand how to use the world around you to respond, make , create artwork in different medias.</p> <p><b>50% of final grade</b></p>	<p>This <b>builds on</b> responding to artists and the world around you.</p> <p>This <b>builds towards</b> working to a deadline and managing workload within art.</p> <p>This <b>provides an opportunity</b> for students to make mistakes and learn from them , being brave and taking creative risks.</p>	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Research</li> <li>Contextual learning</li> <li>Real life responses</li> <li>Film</li> <li>Photography</li> <li>2D/3D</li> <li>Print</li> <li>Fashion</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Research</li> <li>Design Thinking</li> </ul>

**Term 2: Moderation and workshops to improve and explore prior to final exam . Start word Released in January.**

<b>Term 2.</b> <b>January – April</b>	Developing personal and meaningful response to start the chosen start word.  <b>Sent by Examboard in January</b>	<b>How have you communicated your idea visually through your project?</b>	<ul style="list-style-type: none"> <li>To experiment with a wide range of media for your chosen pathway. E.g Textiles/ Fine Art</li> <li>Following the Edexcel Assessment objectives.</li> <li>How have you developed ideas</li> <li>How have you refined your work and been selective</li> <li>How have you recorded your ideas and observations through drawing and through written communication.</li> </ul>	<p>Through exploring WAGOLL and working artists that also look at similar themes to your chosen start word.</p> <p><b>Assessment for Learning:</b> Develop Explore Refine Present</p> <p><b>Summative Assessment:</b>  This assessment will assess how effectively students have developed their understanding of the topic</p>	<p>To understand how to use the world around you to respond, make , create artwork in different medias.</p> <p><b>50% of final grade</b></p>	<p>This <b>builds on</b> responding to artists and the world around you.</p> <p>This <b>builds towards</b> working to a deadline and managing workload within art.</p> <p>This <b>provides an opportunity</b> for students to make mistakes and learn from them , being brave and taking creative risks.</p>	<ul style="list-style-type: none"> <li>Design</li> <li>Develop</li> <li>Design</li> <li>Create</li> <li>Research</li> <li>Contextual learning</li> <li>Real life responses</li> <li>Film</li> <li>Photography</li> <li>2D/3D</li> <li>Print</li> <li>Fashion</li> </ul>	<ul style="list-style-type: none"> <li>Technical skills</li> <li>Design thinking</li> <li>Innovation</li> <li>Critical thinking</li> <li>Analysis</li> <li>Collaboration</li> <li>Inquiry</li> <li>Research</li> <li>Resilience</li> </ul>
--	--	---	---	---	--	--	---	--



# Art & Design: KS4 Success Criteria

IGCSE	Year 7	Year 8	Year 9	I can statement.			
				A01 Develop Ideas	Ao2 Refine work	Ao3 Record ideas and observations	Ao4 Present a personal body of work
9			<b>Significantly Above (Exceptional)</b> 9	I can exceptionally make perceptive and in-depth connection between others work and my own which is accomplished throughout.	I can select and experiment with media appropriate to personal intentions in depth throughout.	I can record my ideas visually and written and make exceptional ability to record my ideas relevant to my intentions.	I can produce a personal and meaningful response to my project with in-depth skills perceptive and accomplished throughout.
8		<b>Significantly Above (Exceptional)</b> 9	<b>Significantly Above (Confident and assured.)</b> 8	I can confidently make connections between others' work and my own which is focused and effective throughout.	I can refine work informed by insights gained through exploring and reflecting on ideas.	I can confidently make visual links between the work of others and my own and record relevant to my intentions.	I can exceptionally produce a personal and meaningful response with realised intentions throughout.
7	<b>Significantly Above (Exceptional)</b> 9	<b>Significantly Above (Confident and assured)</b> 8	<b>Working Above (Consistent and competent)</b> 7	I can consistently and competently make connections between others' work and my own throughout the project.	I can refine work informed by insights gained through exploring and reflecting on ideas.	I can confidently make personal links between the work of others and my own through visual and other methods.	I can confidently and consistently produce an outcome with realised intentions that demonstrate the visual language through an application of formal elements.
6	<b>Significantly Above (Confident and assured).</b> 8	<b>Working Above (Consistent and competent)</b> 7	<b>Working Above (Competent)</b> 6	I can confidently make connections between artists and designers to influence my work.	I can confidently select and experiment with media, materials, techniques and processes appropriate to personal intention throughout	I can confidently record ideas and observations as they develop through personal work and the work of others through visual methods.	I can confidently produce a meaningful response which is effective with resiled intentions.
5	<b>Working Above (Consistent and competent)</b> 7	<b>(Working Above ) Competent</b> 6	<b>Working At (Emerging Competent)</b> 5	I can consistently purposefully use the ideas that I learn from my research to develop my own work.	I can confidently explore ideas through a process of experimentation and review which is consistent throughout.	I can competently record ideas as they develop securely and cohesively throughout.	I can competently produce I meaningful response with released intentions through the formal elements.
4	<b>Working Above (Competent)</b> 6	<b>Working At (Emerging Competent )</b> 5	<b>Working Towards (Basic)</b> 4	I can make emerging connections between my own work and that of artists and designers to influence my own work.	I can confidently explore ideas through a process of experimentation and review.	I can record my work as it develops to show my relevant intentions reflecting on other artists and designers.	I can produce an outcome with a personal and meaningful reponses through visual language through applicational of the formal elements.
3	<b>Working At (Emerging Competent)</b> 5	<b>Working Towards (Basic)</b> 4	<b>Working Towards (Limited)</b> 3	I can use the ideas I learn from my research to develop my own work.	I can show an ability to refine my work through techniques and processes.	I can record my ideas observations and insights to show my understanding of other artist and designers.	I can produce an outcome with a personal and meaningful response understanding the visual language.
2	<b>Working Towards (Basic)</b> 4	<b>Working Towards (Limited)</b> 3		I can research the work of other artists and designers using a basic ability.	I can select and experiment with media and materials.	I can annotate and record my ideas.	I can produce an outcome with realised intentions.
1	<b>Working Towards (Limited )</b> 3			I can research Artists.	I can explore ideas using materials and media.	I can annotate my work.	I can produce an outcome with links to my work.

# Business: Curriculum Ambition



**Horizon International School's pupils are bright and ambitious individuals who are eager to learn and succeed in the world of business. Our curriculum is designed to build on your existing knowledge and enthusiasm and provide you with the skills and knowledge necessary to become successful business professionals.**

- In the world of business, creativity and innovation are key to success. Our curriculum encourages you to think creatively and develop new technological solutions to business problems.
- Collaboration and teamwork are critical skills in the modern business landscape. Our curriculum fosters collaboration and teamwork skills to facilitate effective communication and idea sharing.
- The relationship between technology and society is complex and constantly evolving. The modules will help you understand the ethical implications of technological, environmental and legal stances of business activities.
- Understanding the global business environment and how businesses operate on a cross border basis broadens your knowledge further to be able to assess the competitive nature of business in an international market.
- Our curriculum encourages and provides you with the opportunity to showcase your innovative skills through creative activities and receive feedback from peers and industry experts. We also emphasize the importance of resilience and adaptability to cope with the fast-paced and ever-changing demands of the business world.

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including Business Activity & Ownership Structures, People in Business including Motivational and Leadership Styles, Business Finance, Marketing, Business Operations, Strategic Management & Decision Making, Global Business and so much more.
- The curriculum is organized thematically, strategically and coherently to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21<sup>st</sup> century software applications
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognizes the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# Business: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
<b>Term 1:</b> <b>Business Activity &amp; Influence on Business</b>	This unit will look at clear business objectives are crucial for success amidst changing environments, leveraging opportunities, and overcoming constraints.	<b>How can businesses strategically align their objectives with the dynamic external environment to achieve sustained success?</b>  <u>UAE Link:</u> <b>Businesses in the UAE can adapt their objectives by aligning with the country's economic diversification strategies, embracing cultural diversity, and complying with local regulations and policies.</b>	<ul style="list-style-type: none"> <li>Define the concept of strategic alignment and its importance in business.</li> <li>Identify and explain the key elements of the dynamic external environment that impact business objectives.</li> <li>Analyze and evaluate the alignment between business objectives and the dynamic external environment.</li> <li>Develop strategies to effectively align business objectives with the dynamic external environment for sustained success.</li> </ul>	<p>Through exploring the different objectives business can have and how they are influenced -</p> <p><b>Assessment of Learning:</b> questioning, case studies, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> EOT/EOY Assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	To understand how the external environment can influence and impact on business objectives and to gain insight into how to measure this impact on profitability, and other measures of success.	<p>This <b>builds on</b> your existing knowledge about Design Thinking from KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of external factors and business success for your iGCSE Paper 1 &amp; 2.</p> <p>This <b>provides an opportunity for collaboration</b> between Humanities, Geography, English.</p>	<ul style="list-style-type: none"> <li>Develop a comprehensive business plan for a startup including objectives, target market analysis and competitive strategies.</li> <li>Explore ethical issues faced by businesses engaging in debates and proposing ethical and unethical solutions for real life scenarios.</li> <li>Analyze economic impact of a major event on a local community</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b> <b>People in Business</b>	This section looks at people in organization, focusing on their roles, relationships and management in business	<b>How do effective role management, relationship building, and people management contribute to the success of organizations?</b>  <u>UAE Link:</u> Effective role management, relationship building, and people management contribute to the success of organizations in the UAE	<ul style="list-style-type: none"> <li>Understand how clear job descriptions can help a company run more smoothly and help employees perform better.</li> <li>Understand how to match tasks with employees' skills and how to track progress towards goals.</li> <li>Understand how good relationships can make a workplace happier and more productive.</li> <li>Learn about different ways to motivate employees, develop their skills, measure their performance, and create a positive workplace culture.</li> </ul>	<p>Through exploring the different ways of managing people in a business -</p> <p><b>Assessment of Learning:</b> questioning, case studies, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> EOT/EOY Assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	To gain an insight into how a business can go about managing the culture in the workplace through a variety of methods and concepts. To understand that it is not a one size fits all approach and that each individual business will apply a different approach at different times.	<p>This <b>builds on</b> your existing knowledge about teamwork from Design Thinking in KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of People in Business for your iGCSE Paper 1 &amp; 2.</p> <p>This <b>provides an opportunity for collaboration</b> between our HR Manager, Mr. Gale, Heads of Department.</p>	<ul style="list-style-type: none"> <li>Explore leadership styles and qualities developing their own leadership skills through group projects</li> <li>Propose strategies to improve employee engagement in a business setting.</li> <li>Develop a performance appraisal system including evaluation criteria to assess.</li> <li>Create a new policy for HR to implement at our school.</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
<b>Term 3:</b> <b>Marketing</b>	This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.	<b>How does the identification and satisfaction of customer needs in a changing international environment impact business success?</b>  <u>UAE Link:</u> In the UAE, understanding and meeting diverse customer needs is crucial for businesses to thrive in a competitive global market	<ul style="list-style-type: none"> <li>Understand identifying varied customer needs in UAE's multicultural market.</li> <li>Learn to respond to dynamic customer needs in a global market</li> <li>Understand strategies to meet customer needs in business scenarios</li> <li>Learn to evaluate business success through customers satisfaction</li> </ul>	<p>Through exploring the different ways of appealing to customers in multiple markets</p> <p><b>Assessment of Learning:</b> questioning, case studies, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> EOT/EOY Assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	To understand how a business can go about creating and developing awareness of their brand through effective marketing strategies. To gain an insight into how markets operate and influences on these markets.	<p>This <b>builds on</b> your existing knowledge about the PUMA &amp; RAW Coffee challenge in KS3.</p> <p>This <b>builds towards</b> gaining a deeper understanding of Marketing for your iGCSE Paper 1 &amp; 2</p> <p>This <b>provides an opportunity for collaboration</b> between Art, English, Media,</p>	<ul style="list-style-type: none"> <li>Create a new product concept, conduct market research and prototypes for a new product launch.</li> <li>Create a marketing advertisement for a product off your choice</li> <li>Conduct market research to gather information on a topic of your choice.</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
<b>Term 1:</b> <b>Business Operations</b>	This section examines the way organizations use and manage resources to produce goods and services.	<b>How do organizations effectively utilize and manage resources to optimize the production of goods and services?</b>  <b>UAE Link:</b> In the UAE, efficient resource management is essential for businesses to deliver high-quality products and services while maximizing productivity and profitability.	<ul style="list-style-type: none"> <li>Comprehend the importance of effective resource management for producing goods and services.</li> <li>Learn about resource management strategies in UAE's diverse business environment.</li> <li>Understand how to use resources to optimize goods and services.</li> <li>Learn to measure efficiency and profitability through effective resource management</li> </ul>	Through exploring the different types of ways of managing resources in a business, case studies and exam questions -  <b>Assessment of Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> EOT/EOY Assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how a business goes about managing their resources to ensure they are operating at maximum efficiency to ensure highest levels of productivity. To gain an insight into different techniques to achieve this.	This <b>builds on</b> your existing knowledge about Design Thinking throughout KS3 and using your resources effectively  This <b>builds towards</b> gaining a deeper understanding of Business Operations for iGCSE Paper 1 & 2  This <b>provides an opportunity for collaboration</b> between Project Management, Art, Operations Team.	<ul style="list-style-type: none"> <li>Analyze a local business's production process and suggest improvements for efficiency</li> <li>Create a service concept including resource allocation and customer experience for a business</li> <li>Map &amp; Analyze the supply chain of a chosen product identifying potential bottle necks and suggesting improvements.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b> <b>Business Finance</b>	This section explores the use of accounting and financial information as an aid to decision making.	<b>How can accounting and financial information be effectively utilized to support decision-making in business?</b>  <b>UAE Link:</b> In the UAE, sound financial management is crucial for businesses to make informed decisions and ensure financial stability and growth.	<ul style="list-style-type: none"> <li>Understand the importance of accounting and financial information in business decisions.</li> <li>Learn about the role of financial management in UAE's business environment</li> <li>Understand how to use financial information for informed decision making</li> <li>Learn strategies to ensure financial stability and growth through effective decision-making</li> </ul>	Through exploring the different types of financial statements and methods of assessing profitability & success-  <b>Assessment of Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> EOT/EOY Assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand the mathematics behind each business decision and identify how business performance can be discussed by assessing financial performance first. To gain an insight into the multiple aspects of business finance that used day to day.	This <b>builds on</b> your existing knowledge about Finance from your extra-curricular opportunities in KS3 ( <b>RAW Coffee</b> )  This <b>builds towards</b> gaining a deeper understanding of Finance for iGCSE Paper 1 & 2  This <b>provides an opportunity for collaboration</b> between Maths and English	<ul style="list-style-type: none"> <li>Create a budget for a hypothetical business, considering income, expenses and financial goals.</li> <li>Analyze and interpret financial statements of a real company to assess its financial health and performance.</li> <li>Analyze investment opportunities and recommend projects based on cash flow analysis and return on investment</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
<b>Term 3:</b> <b>Business Finance</b>	This section explores the use of accounting and financial information as an aid to decision making.	<b>How can accounting and financial information be effectively utilized to support decision-making in business?</b>  <b>UAE Link:</b> In the UAE, sound financial management is crucial for businesses to make informed decisions and ensure financial stability and growth.	<ul style="list-style-type: none"> <li>Understand the importance of accounting and financial information in business decisions.</li> <li>Learn about the role of financial management in UAE's business environment</li> <li>Understand how to use financial information for informed decision making</li> <li>Learn strategies to ensure financial stability and growth through effective decision-making</li> </ul>	Through exploring the different types of financial statements and methods of assessing profitability & success-  <b>Assessment of Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> EOT/EOY Assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand the mathematics behind each business decision and identify how business performance can be discussed by assessing financial performance first. To gain an insight into the multiple aspects of business finance that used day to day.	This <b>builds on</b> your existing knowledge about Finance from your extra-curricular opportunities in KS3 ( <b>RAW Coffee</b> )  This <b>builds towards</b> gaining a deeper understanding of Finance for iGCSE Paper 1 & 2  This <b>provides an opportunity for collaboration</b> between Maths and English	<ul style="list-style-type: none"> <li>Create a budget for a hypothetical business, considering income, expenses and financial goals.</li> <li>Analyze and interpret financial statements of a real company to assess its financial health and performance.</li> <li>Analyze investment opportunities and recommend projects based on cash flow analysis and return on investment</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience



# Business: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3)	Working At (4-5)	Working Above (6-7)	Significantly Above (8-9)
<b>Define the nature of business activity identifying the reasons why businesses exist.</b>	Understand the term "business" and its purpose.	Define business and explain its purpose.	Explain business activity's nature and reasons for business existence.	Analyze business activity and evaluate the significance of businesses in society.	Critically analyze business activity and evaluate the reasons for business existence across different economic systems.
<b>State some of the objectives that business would set for the organisation.</b>	Recall a few examples of business objectives.	List business objectives.	Describe common business objectives and their significance.	Analyze the relationship between business objectives and organizational success, evaluating their effectiveness.	Develop SMART business objectives aligned with the organization's mission and vision, justifying their importance.
<b>Explain the different forms of business ownership that exist.</b>	Recognize different forms of business ownership.	Name forms of business ownership.	Identify forms of business ownership, provide examples.	Compare and contrast forms of business ownership, analyzing their suitability for different businesses.	Assess the legal, financial, and operational implications of various business ownership forms and recommend the most suitable form.
<b>Discuss key differences between limited companies and multinational organisations.</b>	Identify limited companies and multinational organizations.	Identify key differences between limited companies and multinational organizations.	Compare limited companies and multinational organizations in structure, operations, and legal aspects.	Analyze the strategic advantages and challenges of limited companies and multinational organizations.	Conduct a comprehensive evaluation of limited companies and multinational organizations, proposing sustainable growth strategies.
<b>Demonstrate an understanding of public corporations and their function.</b>	Recall a basic understanding of public corporations.	Describe public corporations and give examples.	Define public corporations, their ownership, governance, and primary functions.	Analyze the role of public corporations, assessing their impact on society and the environment.	Evaluate the effectiveness of public corporations in achieving objectives, propose reforms, and forecast governance trends.
<b>Apply appropriateness of different forms of ownership to different businesses</b>	Recognize different forms of ownership	Match ownership forms to example businesses.	Match ownership forms to businesses based on size, nature, objectives, and legal requirements.	Evaluate the advantages and disadvantages of ownership forms in specific business contexts.	Analyze the complexities of choosing ownership forms, proposing innovative hybrid models for maximizing value and stakeholder satisfaction.
<b>Differentiate between different classifications of business</b>	Understand the concept of business classifications.	Identify basic business classifications.	Differentiate business classifications (e.g., size, industry, ownership) and provide examples.	Analyze the rationale and implications of different business classifications, predicting future trends.	Critically evaluate existing business classifications, propose updated schemes to understand contemporary environments.
<b>Compare and contrast between different factors that determine location</b>	Recognize that location is an important factor for businesses.	Identify factors influencing business location.	Compare factors influencing location choice, e.g., customer proximity, resources, transportation, and costs.	Analyze the interplay of location factors, evaluating their importance and predicting technology impact.	Analyze location determinants, evaluate trade-offs, propose sustainable strategies, and assess socio-economic consequences.
<b>Examine the impact of globalisation on business activity.</b>	Recall a basic understanding of globalization.	List examples of globalization's impact on business.	Explore globalization's impact on business (competition, markets, outsourcing, cultural exchange).	Analyze the opportunities and challenges of globalization, predicting future trends.	Conduct a critical evaluation of globalization's ethical, environmental, and social implications, proposing responsible strategies and anticipating geopolitical shifts.
<b>Question the importance and growth of multinational companies.</b>	Recognize the term "multinational companies" and recall a basic understanding.	Identify a few reasons why multinational companies are considered important.	Assess the importance of multinational companies in the economy, innovation, employment, and international trade.	Analyze the factors driving multinational company growth and the effectiveness of global governance.	Evaluate the benefits and drawbacks of multinational companies, propose alternative models, and advocate for sustainable practices.
<b>Critique the importance of international trade and exchange rates in business activity.</b>	Recognize the terms "international trade" and "exchange rates" and recall a basic understanding.	Identify a few reasons why international trade and exchange rates are important for business activity.	Evaluate international trade's importance, exchange rates' role, and impact on business performance.	Analyze the benefits, challenges, and strategies of international trade and exchange rates.	Analyze the complexities of international trade, evaluate trade agreements, propose innovative mechanisms, and anticipate shifts.
<b>Defend the role of government objectives and policies in managing the business environment.</b>	Recognize the role of government in the business environment.	Identify a few government objectives and policies related to business.	Justify government objectives and policies' role in regulating business, ensuring stability, consumer rights, and fair competition.	Analyze the impact and effectiveness of government intervention in the business environment.	Evaluate the role of government in managing business, propose innovative policies balancing growth, welfare, and sustainability.
<b>Investigate the impact of external influences on business activity across a range of business situations.</b>	Recognize the term "external influences" and their potential impact on businesses.	Identify a few external influences that can affect business activity.	Investigate external influences' impact on business in specific contexts (technology, consumer behavior, regulations).	Analyze the interconnectedness and effects of external influences on business strategies and operations.	Analyze the impact of external influences on business, evaluate resilience, and propose strategies for leveraging external forces.
<b>Design solutions to support businesses from failing and methods to measure success.</b>	Recognize the need to support businesses and measure success.	List potential solutions for business challenges and methods to measure success.	Design solutions to support struggling businesses and measure success using financial, satisfaction, and market metrics.	Evaluate the underlying causes of business failure and design comprehensive solutions.	Synthesize multidimensional business challenges, propose prevention strategies, and design holistic frameworks for measuring sustainable success.

Success Criteria	Working Below (1-2)	Working Towards (3)	Working At (4-5)	Working Above (6-7)	Significantly Above (8-9)
<b>Define the difference between economies and diseconomies of scale and its limitations on growth</b>	Define the differences between economies and diseconomies of scale	Explain the difference between economies and diseconomies of scale and their impact on growth	Summarize the difference between economies and diseconomies of scale and analyze their impact on business growth	Explain the differences between economies and diseconomies of scale and analyze their impact on business growth	Critically analyze the disparities between economies and diseconomies of scale and their impact on growth
<b>List the different types of economies of scale that exists.</b>	List the different types of economies of scale	Identify and list the different types of economies of scale	Categorize and classify the different types of economies of scale	Identify and categorize the different types of economies of scale	Categorize and evaluate the different types of economies of scale
<b>Explain the difference between production and productivity, capital and labour intensive.</b>	Explain the differences between production and productivity	Describe the distinctions between production and productivity	Differentiate between production and productivity and compare capital-intensive and labor-intensive approaches	Compare and contrast production and productivity concepts, and assess the implications of capital and labor intensity	Synthesize and compare production and productivity concepts and their implications
<b>Discuss the different production methods associated to different business types</b>	Differentiate between capital-intensive and labor-intensive production	Differentiate between capital-intensive and labor-intensive production	Explore the production methods associated with different business types	Examine the production methods associated with different business types	Evaluate the suitability of different production methods for various business types
<b>Demonstrate an understanding of how productivity can be improved.</b>	Discuss the different production methods associated with different businesses	Discuss the production methods associated with different business types	Propose strategies for improving productivity in a business environment	Propose strategies for improving productivity and assess their effectiveness	Formulate strategies to improve productivity and evaluate their effectiveness
<b>Analyse the importance of JIT and Kaizen concepts of lean production.</b>	Demonstrate an understanding of how productivity can be improved	Demonstrate an understanding of methods to improve productivity	Evaluate the significance of Just-in-Time (JIT) and Kaizen concepts in lean production	Analyze the importance of Just-in-Time (JIT) and Kaizen concepts in lean production	Analyze the critical importance of Just-in-Time (JIT) and Kaizen concepts in lean production
<b>Investigate the importance of resource utilisation in line with lean production methods</b>	Analyze the importance of JIT and Kaizen concepts of lean production	Analyze the importance of Just-in-Time (JIT) and Kaizen concepts in lean production	Assess the importance of resource utilization in line with lean production methods	Investigate the importance of resource utilization and its alignment with lean production methods	Investigate the crucial importance of resource utilization in line with lean production methods
<b>Examine the importance of technology, robotics and the need for himan intervention during production</b>	Investigate the importance of resource utilization in line with lean production methods	Investigate the significance of resource utilization in line with lean production methods	Examine the importance of technology, robotics, and human intervention in production	Evaluate the importance of technology, robotics, and human intervention in production processes	Examine the pivotal role of technology, robotics, and human intervention in production
<b>Understand the factors of production that are required for creating a product or service.</b>	Examine the importance of technology, robotics, and human intervention during production	Examine the importance of technology, robotics, and human intervention in production	Demonstrate an understanding of the factors of production required for creating a product or service	Demonstrate an understanding of the factors of production and their role in creating products or services	Demonstrate a comprehensive understanding of the factors of production
<b>Identify how the relationship between these four factors is constantly changing.</b>	Define what a subprogram is and provide a simple example	Understand the factors of production required for creating a product or service	Analyze the dynamic nature of the relationship among the four factors of production	Analyze the dynamic nature of the relationship between the factors of production	Analyze the dynamic nature of the relationship between the four factors of production
<b>Develop an understanding of the concept of quality in managing business activities</b>	Understand the factors of production required for creating a product or service	Explore the dynamic nature of the relationship among the four factors of production	Analyze the concept of quality in managing business activities	Develop an understanding of the concept of quality management in business activities	Develop an in-depth understanding of quality management in the context of business activities
<b>Create a relationship between quality and competitive advantage</b>	Identify how the relationship between the four factors of production is constantly changing	Develop an understanding of the concept of quality in managing business activities	Establish a connection between quality management and gaining a competitive advantage	Establish a relationship between quality management and gaining a competitive advantage	Establish a connection between quality management and gaining a competitive advantage
<b>Investigate importance of adopting TQM methods of quality management</b>	Investigate the importance of adopting Total Quality Management (TQM) methods of quality management	Establish a connection between quality and gaining a competitive advantage	Evaluate the importance of adopting Total Quality Management (TQM) methods for quality management	Investigate the importance of adopting Total Quality Management (TQM) methods for quality management	Investigate and evaluate the significance of adopting Total Quality Management (TQM) methods
<b>Construct an opinion on how quality and lean production methods can be coinciding.</b>	Construct an opinion on how quality and lean production methods can coincide	Formulate an opinion on how quality and lean production methods can coincide	Formulate an opinion on the potential synergy between quality and lean production methods	Construct an opinion on how quality management and lean production methods can coincide	Construct a well-founded opinion on the alignment and integration of quality and lean production methods

# Computer Science: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in technology. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to become future strong, digital natives, who are equipped with 21<sup>st</sup> century learning skills to embrace the world of tomorrow
- Enjoy creativity and innovation to develop new and advanced technological solutions
- Explore emerging technologies such as artificial intelligence and the Internet of Things (IoT)
- Explore the importance of data analysis and interpretation to make informed decisions
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Incorporate interdisciplinary modules to understand the relationship between technology and society, as well as the ethical implications of technological advancements
- Provided with access to real-world mentors and industry experts to provide guidance and advice on technology and innovation
- Build an understanding of the legal and regulatory aspects of technology development and implementation
- Develop skills in project management, software development, and user experience design with the necessary skills to succeed in the industry
- Showcase their innovative solutions and receive feedback from peers and industry experts
- Embrace a mindset of resilience and adaptability to cope with the fast-paced and ever-changing technological landscape

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including digital communities, robotics, artificial intelligence, game design, programming, data representation and principles of computer science
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21<sup>st</sup> century software applications
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Computer Science: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>Problem Solving</b>	This introduction to iGCSE explores how problem solving is the basis computer programming	<b>How can problem-solving skills and programming knowledge be applied to real-world challenges and industries, such as healthcare, finance, and transportation?</b>  <u>UAE Link:</u> The UAE's rapid technological growth offers numerous opportunities for computer science students to apply problem-solving skills	<ul style="list-style-type: none"> <li>Understand what an algorithm is used for</li> <li>Interpret algorithms and pseudocode and flowcharts</li> <li>Use and describe the purpose of arithmetic operators</li> <li>Make use of programming constructs and use appropriate conventions</li> <li>Understand how search and sort algorithms work</li> <li>Understand how abstraction can be used in the real world</li> </ul>	Through a variety of problem-solving tasks and programming exercises  <u>Assessment for Learning:</u> questioning, peer and self-assessment, class discussion and feedback <u>Summative Assessment:</u> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 1  To develop your computational thinking skills and problem-solving abilities. By mastering these skills, you will be able to design efficient algorithms, create robust programs, and develop innovative solutions to complex problems in preparation for future academic and professional pursuits and critical thinking in everyday life	This <b>builds on</b> your existing knowledge about problem solving from KS3  This <b>builds towards</b> successfully completing your Year 10 mock, iGCSE <b>and</b> gaining a deeper understanding of computational thinking in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Mathematics and Science	<ul style="list-style-type: none"> <li>Translate a real-world problem into pseudocode</li> <li>Write a program that uses loops and conditionals</li> <li>Compare and contrast the effectiveness of different algorithms</li> <li>Decompose a real-world problem into smaller parts</li> <li>Develop an abstraction that solves a real-world problem</li> </ul>	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation
<b>Term 2:</b> <b>Program ming</b>	This unit will explore how to translate algorithms into high-level programming	<b>How can we use programming to create solutions that benefit our communities and the world, such as apps that promote sustainability, reduce waste, or improve accessibility?</b>  <u>UAE Link:</u> The UAE's commitment to technological innovation offers Y10 students a unique platform to apply their programming skills	<ul style="list-style-type: none"> <li>Code an algorithm in Python programming</li> <li>Describe the characteristics of data types</li> <li>Use iteration, concatenation, and split strings</li> <li>Describe and create the structure of 1D and 2D arrays</li> <li>Explain the need for validating user inputs with working code</li> <li>Write code that reads and outputs text to and from a file</li> <li>Describe and create a subprogram</li> <li>Design and use test plans and test data</li> </ul>	Through practical exercises that involve writing code in the Python programming language  <u>Assessment for Learning:</u> questioning, peer and self-assessment, class discussion and feedback <u>Summative Assessment:</u> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 2  Programming skills are increasingly in demand in today's job market and are applicable in a wide range of industries, including technology, finance, healthcare, and many others. You will develop problem-solving skills, logical thinking, and attention to detail that will benefit you both in your future studies and in your career	This <b>builds on</b> your existing knowledge about technology and programming concepts from KS3  This <b>builds towards</b> successfully completing your Year 10 mock, iGCSE <b>and</b> a deeper understanding of high level programming in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Mathematics, Science and Business	<ul style="list-style-type: none"> <li>Design a program that incorporates both an algorithm and a program</li> <li>Revise an existing program to improve its readability and maintainability</li> <li>Design a program that uses both 1D and 2D arrays to solve a problem</li> <li>Analyse and compare the benefits of using subprograms in a program</li> </ul>	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity
<b>Term 3:</b> <b>Data Represe ntation</b>	This unit will explore how texts, images and sound are represented and manipulated in computer systems	<b>How can understanding the different methods of data representation be applied in real-world scenarios, such as data storage, encryption, and communication?</b>  <u>UAE Link:</u> In the technology-driven landscape of the UAE, students can explore how data representation plays a role in smart city infrastructure, healthcare data management, and financial systems	<ul style="list-style-type: none"> <li>Understand how computers used binary to represent data</li> <li>Describe how computers manipulate numbers</li> <li>Understand apply knowledge to data conversion</li> <li>Understand how computers encode ASCII</li> <li>Understand how sound and analogue signals are converted to binary</li> <li>Describe the limitations of binary data representation</li> <li>Understand the need for data compression</li> <li>Understand the need for data encryption and its purpose</li> </ul>	Through exploring different methods of data representation and applying these skills in programming tasks  <u>Assessment for Learning:</u> questioning, peer and self-assessment, class discussion and feedback <u>Summative Assessment:</u> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 1  In today's digital age, data is everywhere, and being able to represent and manipulate it effectively is a valuable skill in many industries, including computer programming and cybersecurity. You will gain a deeper understanding of how computers work and be better equipped to tackle real-world problems in these fields	This <b>builds on</b> your existing knowledge of visual representation in game design, gamification and machine learning from KS3  This <b>builds towards</b> successfully completing your Year 10 mock, iGCSE <b>and</b> gaining a deeper understanding of big data in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Physics and Mathematics	<ul style="list-style-type: none"> <li>Design and build a website or application that uses interactive data representations such as graphs, charts, and maps</li> <li>Analyse and compare different data representation techniques used in popular media, such as infographics or news articles</li> <li>Investigate the use of data representation in a specific industry, such as finance or healthcare, and create a report on its impact and effectiveness</li> </ul>	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>Computers and The Bigger Picture</b>	This unit introduces the hardware and software that together make up the different types of computer systems	<b>What is the long-term impact of computers on society, culture, and the global economy, and how can we ensure that their development and use align with human values and benefit the larger world?</b>  <b>UAE Link:</b> How has the widespread adoption of computers and technology in the United Arab Emirates influenced the nation's socio-economic landscape, and what strategies can the UAE employ to continue leveraging technology for sustainable development while preserving its cultural heritage and values?	<ul style="list-style-type: none"> <li>Understand the Historical Evolution of Computing</li> <li>Analyze Societal and Ethical Implications</li> <li>Propose Strategies for Sustainable Technological Development</li> </ul>	Through a variety of in class exercises  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 1  To develop understanding of computers as are an integral part of modern life, and understanding their impact on society and ethics is crucial for making informed decisions about technology in one's personal and professional life	This <b>builds on</b> your existing knowledge about computing from KS3  This <b>builds towards</b> successfully completing your Year 11 mock, iGCSE <b>and</b> gaining a deeper understanding of computational thinking in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Mathematics and Science	<ul style="list-style-type: none"> <li>Technology Impact Assessment</li> <li>Ethical Dilemma Case Study</li> <li>Future Technology Expo</li> </ul>	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation
<b>Term 2:</b> <b>Communication and the Internet</b>	This unit will explore the different types of computer networks and their importance	<b>How has the internet revolutionized communication on a global scale, and what are the societal, political, and economic implications of this transformation in terms of privacy, security, and access to information and opportunities?</b>  <b>UAE Link:</b> How has the internet transformed communication dynamics within the United Arab Emirates, and what are the unique challenges and opportunities the UAE faces in managing online communication, ensuring digital security, and promoting inclusive internet access while respecting cultural values and societal norms?	<ul style="list-style-type: none"> <li>Examine the Evolution of Internet Communication Tools</li> <li>Evaluate the Impact on Privacy and Security</li> <li>Explore Digital Inclusion and Cultural Sensitivity</li> </ul>	Through a variety of in class exercises  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 2  In an increasingly connected world, understanding the dynamics of internet communication is essential for being a responsible digital citizen who can navigate the online landscape safely and ethically	This <b>builds on</b> your existing knowledge about technology and concepts from KS3  This <b>builds towards</b> successfully completing your Year 11 mock, iGCSE <b>and</b> a deeper understanding of high level programming in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Mathematics, Science and Business	<ul style="list-style-type: none"> <li>Digital Media Literacy Campaign</li> <li>Cross-Cultural Communication Exchange</li> <li>Cybersecurity Awareness Game</li> <li>Digital Inclusion Initiative</li> </ul>	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity



# Computer Science: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3)	Working At (4-5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understand what an algorithm is used for</b>	Can provide a basic definition of an algorithm	Can interpret simple algorithms and pseudocode	Can use more complex algorithms and flowcharts	Can analyse and optimise algorithms	Can design and implement complex algorithms for various applications
<b>Interpret algorithms and pseudocode and flowcharts</b>	Can identify basic programming constructs in algorithms	Can read and understand simple algorithms and pseudocode	Can create and modify more complex algorithms using pseudocode and flowcharts	Can evaluate and optimise algorithms for efficiency and effectiveness	Can develop and implement algorithms using advanced programming concepts
<b>Use and describe the purpose of arithmetic operators</b>	Can identify basic arithmetic operators and their functions	Can use arithmetic operators in simple programs	Can use more complex arithmetic operators and explain their functions	Can optimise and streamline programs using arithmetic operators	Can develop and implement complex programs that make use of advanced arithmetic operations
<b>Make use of programming constructs and use appropriate conventions</b>	Can identify basic programming constructs such as loops and conditional statements	Can use basic programming constructs in simple programs	Can use more complex programming constructs and adhere to programming conventions	Can optimise and streamline programs using programming constructs and conventions	Can develop and implement complex programs that make use of advanced programming constructs and adhere to industry-standard conventions
<b>Understand how search and sort algorithms work</b>	Can identify basic search and sort algorithms and their functions	Can use basic search and sort algorithms in simple programs	Can explain more complex search and sort algorithms and their functions	Can optimise and streamline programs using advanced search and sort algorithms	Can develop and implement search and sort algorithms for various applications
<b>Evaluate fitness for purpose of algorithms</b>	Can identify basic criteria for evaluating algorithms	Can evaluate simple algorithms based on given criteria	Can evaluate more complex algorithms based on given criteria	Can analyse and optimise algorithms for multiple criteria	Can design and evaluate algorithms based on multiple criteria and use cases
<b>Analyse and decompose a problem against requirements</b>	Can identify basic requirements for a given problem	Can break down simple problems into subproblems	Can analyse and decompose more complex problems into subproblems	Can optimise and streamline problem-solving processes using advanced analysis and decomposition techniques	Can develop and implement solutions for complex problems using advanced analysis and decomposition techniques
<b>Understand how abstraction can be used in the real world</b>	Can identify basic examples of abstraction in real-world applications	Can explain the benefits of abstraction in programming	Can apply abstraction techniques to simple programs	Can optimise and streamline programs using advanced abstraction techniques	Can develop and implement complex programs that make use of advanced abstraction techniques

Success Criteria	Working Below (1-2)	Working Towards (3)	Working At (4-5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understand how computers use binary to represent data</b>	Describes binary as "ones and zeros" without understanding its significance	Describes binary as a number system used in computers but struggles to explain how it works	Describes binary as a number system used in computers and can explain how it works	Explains the significance of binary in relation to computer data representation and can demonstrate the conversion of decimal to binary	Analyses the benefits and drawbacks of using binary to represent data in computers
<b>Understand how computers represent and manipulate numbers</b>	Struggles to explain the difference between binary and denary numbers	Can explain the difference between binary and denary numbers but struggles to perform conversions	Can convert binary to denary numbers and can perform basic arithmetic operations	Can manipulate numbers in both binary and denary forms and can explain the advantages and disadvantages of each	Critically evaluates the use of binary and denary numbers in computer systems
<b>Convert binary to denary whole numbers</b>	Struggles to convert binary to denary numbers	Can convert some binary numbers to denary but makes frequent errors	Can confidently convert binary numbers to denary	Can explain the significance of the denary number system and how it relates to other systems	Can evaluate the efficiency of different methods for converting between binary and denary
<b>Understand how to perform binary arithmetic</b>	Struggles to perform basic binary arithmetic operations	Can perform basic binary arithmetic but makes frequent errors	Can confidently perform binary arithmetic operations	Can explain how binary arithmetic is used in computer systems and its limitations	Can analyse the efficiency of different methods for performing binary arithmetic
<b>Understand why hexadecimal notation is used</b>	Is unfamiliar with hexadecimal notation and its purpose	recognises hexadecimal notation but struggles to explain its significance	Can explain the purpose of hexadecimal notation in relation to computer systems	Can convert between binary, denary, and hexadecimal and can explain the advantages and disadvantages of using hexadecimal notation	Can evaluate the efficiency of using hexadecimal notation in computer systems
<b>Understand how file size and storage is measured</b>	Is unfamiliar with how file size and storage are measured in computers	Can recognise common units of measurement for file size and storage but struggles to convert between them	Can convert between different units of measurement for file size and storage	Can explain how file compression and encoding affect file size and storage	Can evaluate the efficiency of different file compression and encoding methods
<b>Understand how computers encode characters using ASCII and Unicode</b>	Is unfamiliar with ASCII and Unicode	Can recognise ASCII and Unicode but struggles to explain their significance	Can explain the purpose of ASCII and Unicode in character encoding	Can compare and contrast ASCII and Unicode and can evaluate the efficiency of different character encoding methods	Can analyse the impact of different character encoding standards on communication and data exchange
<b>Understand how bitmap images are represented in binary</b>	Is unfamiliar with how bitmap images are represented in binary	Can recognise bitmap images but struggles to explain how they are represented in binary	Can explain how bitmap images are represented in binary and can perform basic operations on them	Can explain the limitations of bitmap images and the advantages and disadvantages of using them	Can analyse the efficiency of different methods for representing images in computer systems
<b>Explore how sound is represented</b>	Is unfamiliar with how sound is represented in computers	Can recognise sound files but struggles to explain how they are represented in computers	Can explain how sound is represented in computers and can perform basic operations on sound files	Can explain the limitations of sound files and the advantages and disadvantages of using different sound formats	Can analyse the efficiency of different methods for representing sound in computer systems
<b>Understand the need for data compression and methods</b>	Cannot describe the need for data compression or identify common compression methods	Can describe the need for data compression and identify some common compression methods	Can explain the need for data compression and describe several common compression methods	Can evaluate the effectiveness of different compression methods and apply appropriate methods to compress data effectively	Can analyse and compare different compression methods and their trade-offs, and propose novel methods for specific scenarios
<b>Explore the purpose of data encryption and encryption algorithms</b>	Cannot describe the purpose of data encryption or identify common encryption algorithms	Can describe the purpose of data encryption and identify some common encryption algorithms	Can explain the purpose of data encryption and describe several common encryption algorithms	Can evaluate the strengths and weaknesses of different encryption algorithms and apply appropriate algorithms to encrypt data securely	Can analyse and compare different encryption algorithms and their trade-offs, and propose novel algorithms for specific scenarios



# Dance: Curriculum Ambition

**Horizon International School's students are creative and resilient and are willing to build on this through exploration and research. Our curriculum aims to build on this and ensure that they:**

- Develop creative and performance skills at a mature and professional level
- Explore the development of skills in a variety of dance styles and genres
- Have an emphasis on the performance aspect of dance
- Can perform professional set repertoire to align with the GCSE course
- Have explored a variety of stimuli and be able to fully create, develop and integrate a motif into dance.
- Have an appreciation of dance and explore professional dance works
- To acquire a thirst for further dance and consider undertaking an Extra-Curricular Programme
- Understand the links and transferable skills within the Creative Arts and other aspects of learning
- Develop an abundance of physical benefits that promotes emotional well-being
- Learn forever skills such as leadership, collaboration, problem solving and the ability to be innovative
- Develop their confidence, boost their self-esteem and find a way for them to express themselves
- 

**These aims are realised through our curriculum which:**

- Explores a wide variety of genres and styles of dance allowing a depth in knowledge and understanding
- Encourages exploration of choreography, performance and appreciation of dance
- Ensures adaptation, diversity and change based on the demands of the curriculum, historical, cultural and social environment
- Encourages expression and freedom for everybody through creation and movement

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Is shared with, explored and discussed with all learners.
- Is used by teachers and students to monitor, promote and celebrate learning and evaluate teaching
- Allows students to be able to assess their own work and that of others through a variety of formative and summative assessments
- provides feedback that is used to stimulate thinking, celebrates achievement and feeds forward
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Allows students to have a say in areas of development and actively involves them in their learning



# Dance: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1a:</b> Introduction to GCSE Dance-Technique, choreography and Section A	To develop correct classical and post-modern techniques. To explore the choreographic process and safety of the dancer and studio.	<b>How do we prepare to be successful in GCSE Dance?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen, co-operation</b>	<ul style="list-style-type: none"> <li>To demonstrate a variety of technically accurate actions and display an understanding of linking body actions and movement phrases</li> <li>To show examples of contrast, repetition and accent</li> <li>To demonstrate clarity of expression through a variety of intended body actions</li> <li>To explore the different techniques within contemporary dance</li> </ul>	Through exploring a range of classical and post-modern dance and choreographic techniques. By exploring the body of the dancer and studio practices.  <u>Assessment for Learning:</u> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <u>Summative Assessment:</u> filmed casual performances of technique classes and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand correct dance technique including placement and alignment. To understand the dancer and the space that we work in.	This <b>builds on</b> your KS3 dance experience.  This <b>builds towards</b> developed technique and knowledge.  This <b>provides an opportunity for collaboration</b> between Music, Drama and History.	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreographers</li> <li>Research into safe working practices</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Technique Resilience
<b>Term 1b</b> Set Phrase 1, Dance work 1 and choreography	The set phrase 'Breathe', choreographic techniques for solo performance and A Linha Curva.	<b>How to be technically accurate, choreographically sound and to appreciate dance works?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen, co-operation</b>	<ul style="list-style-type: none"> <li>To create motifs that are developed throughout the dance, showing choreographic methods in a structured form</li> <li>To show of contrast, repetition and accent</li> <li>To demonstrate clarity of expression through a variety of intended body actions</li> <li>To project with confidence and focus</li> <li>To analyse 'A linha Curva'</li> </ul>	Through exploring choreography, performance and the understanding of dance through Itzik Galili's 'A Linha Curva.'  <u>Assessment for Learning:</u> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <u>Summative Assessment:</u> filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This <b>builds on</b> your choreography and performance skills.  This <b>builds towards</b> independent choreography and intense performance skills  This <b>provides an opportunity for collaboration</b> between Music, Drama, MFL, Geography and PE.	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreographers</li> <li>Using the Professional Works Booklet</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Technique
<b>Term 2a:</b> Set Phrase 2, Dance work 2 and choreography	The set phrase 'Scoop/Shift', choreographic techniques for solo performance and Bruce's Shadows.	<b>How to be technically accurate, choreographically sound and to appreciate dance works?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen, co-operation</b>	<ul style="list-style-type: none"> <li>To create motifs that are developed throughout the dance, showing choreographic methods in a structured form</li> <li>To develop a range of styles</li> <li>To demonstrate clarity of expression through a variety of intended body actions</li> <li>To project with confidence and focus</li> <li>To analyse 'Shadows' and compare/contrast with 'A Linha Curva'.</li> </ul>	Through exploring choreography, performance and the understanding of dance through Christopher Bruce's 'Shadows' in comparison with 'A Linha Curva'.  <u>Assessment for Learning:</u> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <u>Summative Assessment:</u> filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This <b>builds on</b> your choreography and performance skills. Knowledge of Set work 1  This <b>builds towards</b> exam style performance and choreography.  This <b>provides an opportunity for collaboration</b> between Music, Drama, History and PE.	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreographers</li> <li>Using the Professional Works Booklet</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Technique Resilience

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 2b:</b> Set Phrases 1, Dance work 3 and choreography	To recap and further develop 'Breathe', choreographic techniques for solo performance and Within her eyes.	<b>How to be technically accurate, choreographically sound and to appreciate dance works?</b>  <b>UAE Link:</b> <b>Community, Being an active citizen, Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To explore techniques from a range of choreographers</li> <li>To develop a range of styles</li> <li>To demonstrate clarity of expression through a variety of intended body actions</li> <li>To project with confidence and focus</li> <li>To analyse 'Within her Eyes' and compare/contrast with A Linha Curva and Shadows.</li> </ul>	<p>Through exploring choreography, performance and the understanding of dance through James Cousins' 'Within her eyes' in comparison with 'A Linha Curva' and 'Shadows'.</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.</p>	<p>This <b>builds on</b> your performance skills, choreography and movement memory. Knowledge of Set work 2</p> <p>This <b>builds towards</b> exam style performance and choreography. Developed analysis techniques</p> <p>This <b>provides an opportunity for collaboration</b> between Music, Drama, History, PE and Psychology.</p>	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreographers</li> <li>Using the Professional Works Booklet</li> <li>Extra exam style questions</li> </ul>	<p>Creativity Collaboration Problem-solving Adaptability Inquiry Research Technique Resilience</p>
<b>Term 3:</b> Mock solo, performance and set work 4	How to choreograph and perform a GCSE solo and Emancipation of Expressionism.	<b>How can we collaborate across the arts and how are links made?</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, co-operation</b>	<ul style="list-style-type: none"> <li>To create a solo choreography using the components of choreography and choreographic devices.</li> <li>To perform with confidence, projection, sensitivity and focus</li> <li>To analyse 'Emancipation of Expressionism' and compare/contrast with 'Within her Eyes' 'A Linha Curva and Shadows.</li> </ul>	<p>Through exploring choreography, creating a solo performance and the understanding of dance through Kendrick H20 Sandy's 'Emancipation of Expressionism' in comparison with 'A Linha Curva', 'Within her eyes' and 'Shadows'.</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> filmed professional performances of set phrase and choreography. Written response and exam style questions. <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To be prepared for the choreography task in Year 11. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.</p>	<p>This <b>builds on</b> your performance skills, choreography and movement memory. Knowledge of Set works</p> <p>This <b>builds towards</b> exam style performance and choreography. Developed analysis techniques</p> <p>This <b>provides an opportunity for collaboration</b> between Music, Drama, PE, Textiles and Science.</p>	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreographers</li> <li>Research of choreography questions</li> <li>Extra choreography</li> <li>Music editing</li> <li>Using the Professional Works Booklet</li> <li>Exam style questions</li> </ul>	<p>Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Creativity Problem Solving Technique</p>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills	
<b>Term 1</b>	Solo and group performances, solo choreography, Set Work 5 & 6	To create your solo choreography for the exam. To secure all 4 set phrases as solos and within a performance piece. The final 2 set works 'Artificial Things; and 'Infra'.	<b>What skills and techniques do I need to be successful in creation, performance and understanding.</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, co-operation</b>	<ul style="list-style-type: none"> <li>To create motifs that are developed throughout the dance, showing choreographic methods in a structured form</li> <li>To demonstrate clarity of expression through a variety of intended body actions</li> <li>To accurately reproduce set phrases</li> <li>To project with confidence and focus</li> <li>To analyse 'Artificial Things; and 'Infra' and to compare and contrast with the other 4 professional works.</li> </ul>	Through exploring a range of classical and post-modern dance and choreographic techniques. Through researching and developing a choreography based on an exam question from AQA. By understanding all 6 of the Professional Works.  <b>Assessment for Learning:</b> self and peer assessment, Teacher assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> filmed performances of choreography and performances and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To develop choreography and performance that aligns with the exam board requirements. To explore a holistic way of creating alongside and formal, technical approach To gain an understanding of all 6 of the Professional works in preparation for the June written paper (component 2)	This <b>builds on</b> your Year 10 GCSE knowledge of choreography, performance and appreciation of dance.  This <b>builds towards</b> component 1 and 2 exams.  This <b>provides an opportunity for collaboration</b> between all subjects (dependent on choreography question)	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreography questions</li> <li>Developing and curating a bank of music</li> <li>Developing choreography and performance in your free time</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Technique Resilience Focus Application Selection
<b>Term 2</b>	Practical Exam prep and Exam, Written paper preparation	To finalise your solo choreography for the exam. To secure all 4 set phrases as solos and within a performance piece. To perform Component 1 for your practical exam	<b>What do I need to do to meet my full potential in the Component 1 practical exam and how will feedback will help me to develop my work.?</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, co-operation</b>	<ul style="list-style-type: none"> <li>To create and secure motifs that are developed throughout the dance, showing choreographic methods in a structured form</li> <li>To use feedback to inform choreography and performance</li> <li>To demonstrate clarity of expression through a variety of intended body actions</li> <li>To accurately reproduce set phrases</li> <li>To project with confidence and focus</li> </ul>	Through exploring choreography and performance and by using a variety of methods of feedback to inform your work.  <b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> Performance of Component 1 filmed and sent to AQA. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This <b>builds on</b> your Year 10 GCSE knowledge of choreography, performance and appreciation of dance.  This <b>builds towards</b> component 1 and 2 exams.  This <b>provides an opportunity for collaboration</b> between all subjects (dependent on choreography question)	<ul style="list-style-type: none"> <li>Technique exercise and classes</li> <li>Dancing within a variety of genres</li> <li>Exploring choreographers</li> <li>Using the Professional Works Booklet</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Technique
<b>Term 3:</b>	Exam preparation and techniques to prepare for Sections A, B and C of the written paper.	Exam preparation and techniques to prepare for Sections A, B and C of the written paper.	<b>How will have knowledge of myself as a dancer, other dancers and the Professional Works support me in the written paper.</b>  <b>UAE Link:</b> <b>Character and Morality, Community, co-operation</b>	<ul style="list-style-type: none"> <li>To analyse, compare and contrast the 6 Professional Works</li> <li>To discuss and analyse my own performance and choreography</li> <li>To identify and discuss choreographic devices, techniques and processes of dance</li> </ul>	Through having a knowledge and understanding of choreographic processes and performing skills Through exploring a critical appreciation of own work and of professional works.  <b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This <b>builds on</b> appreciation of dance  This <b>builds towards</b> the component 2 written exam  This <b>provides an opportunity for collaboration</b> between English.	<ul style="list-style-type: none"> <li>Exam papers</li> <li>Example questions</li> <li>Quizzes and tests</li> <li>Revision cards</li> <li>Exploring choreographers</li> <li>Using the Professional Works Booklet</li> </ul>	Technical skills Critical thinking Analysis Inquiry Research Resilience Problem Solving



# Dance: KS4 Success Criteria

Success Criteria	Working Below (0)	Working Towards (1-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Solo Performance (12 marks)</b>	<b>0 Marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
<b>Demonstration of physical skills and attributes safely to reproduce set phrases</b>	Nothing worthy of credit	Limited ability to demonstrate physical skills and attributes safely.	Sound ability to demonstrate physical skills and attributes safely.	Highly developed ability to demonstrate physical skills and attributes safely.	Exceptional ability to demonstrate physical skills and attributes safely.
<b>Demonstration of technical skills accurately and safely to reproduce set phrases</b>	Nothing worthy of credit	Limited ability to demonstrate physical skills and attributes safely.	Sound ability to demonstrate physical skills and attributes safely.	Highly developed ability to demonstrate technical skills accurately and safely.	Exceptional ability to demonstrate technical skills accurately and safely.
<b>Demonstration of expressive skills to reproduce set phrases</b>	Nothing worthy of credit	Limited ability to demonstrate expressive skills.	Sound ability to demonstrate expressive skills.	Highly developed ability to demonstrate expressive skills.	Exceptional ability to demonstrate expressive skills.

Success Criteria	Working Below (0)	Working Towards (1-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Duo/Trio Performance (24 marks)</b>	<b>0 Marks</b>	<b>2-1 marks</b>	<b>4-3 marks</b>	<b>6-5 marks</b>	<b>8-7 marks</b>
<b>Demonstration of physical skills and attributes safely to reflect choreographic intent</b>	Nothing worthy of credit	Limited ability to demonstrate physical skills and attributes safely.	Sound ability to demonstrate physical skills and attributes safely.	Highly developed ability to demonstrate physical skills and attributes safely.	Exceptional ability to demonstrate physical skills and attributes safely.
<b>Demonstration of technical skills accurately and safely to reflect choreographic intent</b>	Nothing worthy of credit	Limited ability to demonstrate technical skills and attributes safely.	Sound ability to demonstrate technical skills and attributes safely.	Highly developed ability to demonstrate technical skills accurately and safely.	Exceptional ability to demonstrate technical skills accurately and safely.
<b>Demonstration of expressive skills to reflect choreographic intent</b>	Nothing worthy of credit	Limited ability to demonstrate expressive skills.	Sound ability to demonstrate expressive skills.	Highly developed ability to demonstrate expressive skills.	Exceptional ability to demonstrate expressive skills.

Success Criteria	Working Below (0)	Working Towards (1-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>40 Marks</b>	<b>0 Marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
<b>Selection and use of appropriate action and dynamic content to realise choreographic intent</b>	Nothing worthy of credit	Selection and use of action and dynamic content shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography.	Selection and use of action and dynamic content is moderately creative and effective, demonstrating a sound understanding of choreography.	Selection and use of action and dynamic content is highly creative and effective, demonstrating a coherent understanding of choreography.	Selection and use of action and dynamic content is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.
<b>Selection and use of appropriate spatial content (and relationship content where appropriate) to realise choreographic intent</b>	Nothing worthy of credit	Selection and use of spatial content (and relationship content where appropriate) shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography.	Selection and use of spatial content (and relationship content where appropriate) is moderately creative and effective, demonstrating a sound understanding of choreography.	Selection and use of spatial content (and relationship content where appropriate) is highly creative and effective, demonstrating a coherent understanding of choreography.	Selection and use of spatial content (and relationship content where appropriate) is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.
<b>Selection and use of appropriate structuring devices and form to realise choreographic intent</b>	Nothing worthy of credit	Selection and use of structuring devices and form shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography.	Selection and use of structuring devices and form is moderately creative and effective, demonstrating a sound understanding of choreography.	Selection and use of structuring devices and form is highly creative and effective, demonstrating a coherent understanding of choreography.	Selection and use of structuring devices and form is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.
<b>Selection and use of appropriate choreographic devices to realise choreographic intent</b>	Nothing worthy of credit	Selection and use of choreographic devices shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography.	Selection and use of choreographic devices is moderately creative and effective, demonstrating a sound understanding of choreography.	Selection and use of choreographic devices is highly creative and effective, demonstrating a coherent understanding of choreography.	Selection and use of choreographic devices is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.
<b>Selection and use of appropriate aural setting (and performance environment where appropriate) to realise choreographic intent</b>	Nothing worthy of credit	Selection and use of aural setting (and performance environment where appropriate) shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography.	Selection and use of aural setting (and performance environment where appropriate) is moderately creative and effective, demonstrating a sound understanding of choreography.	Selection and use of aural setting (and performance environment where appropriate) is highly creative and effective, demonstrating a coherent understanding of choreography.	Selection and use of aural setting (and performance environment where appropriate) is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.

# Drama: Curriculum Ambition



**At Horizon International School, we recognise the importance of drama in developing pupil's sense of voice and confidence in themselves as young people. Through our drama curriculum, we aim to ensure our students:**

- Enjoy and engage in being creative thinkers in the drama classroom
- Explore and express their own ideas when working with scripts or devising their own drama work.
- Develop performance skills, enabling them to effectively communicate their ideas and engage with an audience.
- Experience leadership opportunities to nurture their creative voice as a director in the drama process.
- Build on their collaboration skills to develop resilience, empathy and respect of their peers in the creative process.
- Learn to problem solve and develop creative solutions when devising or staging scripted drama.
- Develop critical thinking and be able to analyse and interpret drama scripts and performances.

**These aims are realised through our curriculum which:**

- Encompasses a diverse range of topics that reflect theatre history and the contemporary theatrical landscape. This will broaden pupil's understanding of different perspectives of theatre and inspire their own creative work.
- Cultivates a culture of exploration: We encourage students to explore, research, and apply their knowledge and skills to bring dramatic texts to life or create their own devised work in unique ways.
- Embraces emerging trends in drama and theatre, incorporating new approaches, techniques, and technologies that reflect the contemporary theatre scene. By staying current with developments in the field, our curriculum ensures that students experience innovation in theatre.
- Fosters skills such as critical thinking, communication, collaboration, creativity, and cultural awareness. Additionally, we place great importance on values-based approaches, fostering empathy, inclusivity, respect, and ethical considerations in all aspects of drama education.

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of drama work.
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic.
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development.
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school.
- Utilises student voice through digital forms to inform CPD where appropriate.



# Drama: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	You will be introduced to a range of theatre theorists & styles of theatre.	<p><b>How can different theatre theorists influence us as creative directors?</b></p> <p><b>UAE Link:</b> Students will experience live theatre in the UAE to compare &amp; contrast performance styles.</p>	<ul style="list-style-type: none"> <li>To explore a range of theatre practitioners and styles of performance.</li> <li>To experiment with creative ideas to shape performance for an audience.</li> <li>To understand the social, historical and political context of theatre theorists and their place in theatre history.</li> <li>To analyse and evaluate the impact of artistic intentions on an audience.</li> </ul>	<p>Through exploring a range of different theatre theorists and leading your own workshop for my peers.</p> <p>Through a range of drama workshops &amp; research tasks.</p> <p>Through the staging of theatre in different styles of performance.</p> <p><b>Assessment for Learning:</b> Self and peer feedback tasks. Drama portfolio - performance work filmed in the rehearsal process. Class discussion and questioning tasks.</p>	To build a foundation for devising as writers, directors and performers in preparation for the C1 Devising Exam.	<p>This <b>builds on</b> prior knowledge of Brecht and Berkoff in year 9.</p> <p>This <b>builds towards</b> understanding a wider range of theatre theorists.</p> <p>This <b>provides an opportunity for collaboration</b> between history, art, English and the performing arts.</p>	<ul style="list-style-type: none"> <li>Create and perform drama.</li> <li>Director's toolkit cards</li> <li>Stanislavski and Brecht resources on the Drama Padlet.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
<b>Term 2:</b>	You will explore a set text from the perspective of a designer, director and performer in preparation for your C3 exam.	<p><b>How can I bring a play-text from page to stage as an actor, director and designer?</b></p> <p><b>UAE Link:</b> Students will explore and compare performances in the UAE.</p>	<ul style="list-style-type: none"> <li>To understand how to bring a script to life from page to stage.</li> <li>To explore a range of roles in theatre from designers to directors.</li> <li>To experiment with a range of creative ideas to stage a scripted extract.</li> <li>To evaluate and analyse artistic intentions and their impact on a final performance.</li> </ul>	<p>Through exploring the set play-text from different perspectives as designers, actors and directors.</p> <p>Through research into the social and historical context of the set text and live theatre productions.</p> <p>Through experiencing live theatre as a member of an audience.</p> <p><b>Assessment for Learning:</b> Self and peer feedback tasks. Drama portfolio - performance work filmed in the rehearsal process. Class discussion and questioning tasks.</p> <p><b>Summative Assessment:</b> C3 written exam questions</p>	To gain insight into how plays are staged with different directorial intentions and prepare for the demands of the C3 written paper at GCSE level.	<p>This <b>builds on</b> students experience of bring scripts to life from page to stage.</p> <p>This <b>builds towards</b> a wider perspective of different roles in theatre and develops design skills.</p> <p>This <b>provides an opportunity for collaboration</b> between art, media, design and english.</p>	<ul style="list-style-type: none"> <li>Individual Project</li> <li>Drama Padlet - Theatre resources</li> <li>Edexcel BBC Bitesize resource.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
<b>Term 3:</b>	You will devise your own piece of theatre in response to stimulus material for your C1 examination.	<p><b>How can we communicate an artistic intention to an audience in impactful ways?</b></p> <p><b>UAE Link:</b> Students will develop tolerance, empathy and respect through an extended collaborative rehearsal process as a team.</p>	<ul style="list-style-type: none"> <li>To explore stimulus material to inspire an artistic intention for a devised piece.</li> <li>To create a devised piece in response to a stimulus.</li> <li>To develop individual character roles and effective ensemble work.</li> <li>To analyse and evaluate personal contributions in the devising process.</li> </ul>	<p>Through responding to a stimulus and leading your own rehearsal workshops to devise a piece of theatre.</p> <p><b>Assessment for Learning:</b> Self and peer assessment Drama portfolio - Performance work filmed in the rehearsal process. Audience feedback tasks</p> <p><b>Summative Assessment:</b>  <b>20 minute group performance</b></p>	To develop as performers and directors leading to a final performance outcome for the C1 devising examination.	<p>This <b>builds on</b> students knowledge and understanding of devising drama.</p> <p>This <b>builds towards</b> students being able to write, direct and create their own devised pieces.</p> <p>This <b>provides an opportunity for collaboration</b> between art, music, dance, english and humanities.</p>	<ul style="list-style-type: none"> <li>Group project</li> <li>Wider reading on theatre theorists - Drama Padlet</li> <li>GCSE Bitesize Edexcel Drama</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<p>Component 1 - In this unit, you will build on your understanding of the set text &amp; application to written exam questions.</p> <p>C2 - You will develop your portfolio log.</p>	<p><b>What is the impact of acting and design choices on an audience?</b></p> <p><u>UAE Link:</u> Students will review live theatre in the UAE and analyse design and performance choices.</p>	<ul style="list-style-type: none"> <li>To explore physical and vocal skills of actors when staging scenes and key moments in the set text.</li> <li>To explore how design aspects can communicate social, historical and political context of the set text.</li> <li>To understand the demands of the exam questions in the written paper.</li> <li>To apply key terminology to written responses.</li> </ul>	<p>Through exploring exemplar material, teacher modeling and exam written practice.</p> <p><u>Assessment for Learning:</u> Drama portfolio Video logs Written exam practice Group discussions Self and peer assessment tasks.</p> <p><u>Summative Assessment:</u> Final portfolio Written paper</p>	To understand the demands of the written exam paper in drama.	<p>This <b>builds on</b> text exploration in year 10 drama.</p> <p>This <b>builds towards</b> students understanding of the set text and how to respond to the written exam paper.</p> <p>This <b>provides an opportunity for collaboration</b> between English, humanities and moral education.</p>	<ul style="list-style-type: none"> <li>Create and perform drama.</li> <li>Director's toolkit cards</li> <li>Drama GCSE resource Padlet.</li> </ul>	<p>Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience</p>
<b>Term 2:</b>	<p>Component 3 - Texts in Practice - In this unit you will develop two performance extracts from a script for your practical performance for AQA.</p>	<p><b>How can I engage an audience and take them into the world of a character?</b></p> <p><u>UAE Link:</u> Students will develop theatre for a UAE target audience.</p>	<ul style="list-style-type: none"> <li>To create an engaging and impactful character role for performance.</li> <li>To apply vocal and physical skills effectively in performance.</li> <li>To analyse and evaluate the performances of self and peers in the rehearsal process.</li> <li>To develop two engaging performance extracts from a play text.</li> </ul>	<p>Through exploring a range of rehearsal exercise to develop a role for performance.</p> <p><u>Assessment for Learning:</u> Video logs and drama journal Self and peer assessment Live audience feedback</p> <p><u>Summative Assessment:</u> Two performance extracts from a selected play-text.</p>	To develop vocal and physical skills in performance leading to the exam performances.	<p>This <b>builds on</b> performance skills from previous drama lessons.</p> <p>This <b>builds towards</b> students being able to engage an audience effectively in performance.</p> <p>This <b>provides an opportunity for collaboration</b> between english, art, design and media.</p>	<ul style="list-style-type: none"> <li>Individual Project</li> <li>Drama Padlet - Theatre resources</li> <li>AQA Bitesize resource.</li> </ul>	<p>Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience</p>
<b>Term 3:</b>	<p>In this unit, you will explore and respond to live theatre as a member of an audience in preparation for the C1 written exam.</p> <p>You will also develop your exam practice for section A and B of the exam.</p>	<p><b>How can I analyse and evaluate all aspects of a live theatre performance?</b></p> <p><u>UAE Link:</u> Students will explore the performing arts culture in the UAE &amp; visit performance venues such as the Dubai Opera house.</p>	<ul style="list-style-type: none"> <li>To analyse and evaluate a range of live theatre performances.</li> <li>To apply key terminology and audience responses to a live theatre review.</li> <li>To explore how design aspects can communicate artistic intentions to an audience.</li> <li>To competently apply drama knowledge and understanding of the set text to exam questions.</li> </ul>	<p>Through exploring live theatre in the UAE and on the Digital Theatre platform.</p> <p><u>Assessment for Learning:</u> Live theatre review practice notes Drama portfolios Practice questions Self, peer and teacher marking.</p> <p><u>Summative Assessment:</u> Full exam paper.</p>	To develop your ability to analyse and evaluate in drama.	<p>This <b>builds on</b> performance skills from previous drama lessons.</p> <p>This <b>builds towards</b> students being able to engage an audience effectively in performance.</p> <p>This <b>provides an opportunity for collaboration</b> between english, art, design and media.</p>	<ul style="list-style-type: none"> <li>Script writing and creating drama in a group project.</li> <li>Drama Padlet</li> <li>Digital Theatre Plus</li> </ul>	<p>Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience</p>



# Drama: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Performance Skills</b>	<p>Creates a basic individual performance, demonstrating limited ability to combine and apply vocal and physical skills. Delivery is often inappropriate and inconsistent.</p> <p>Inconsistent vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</p> <p>Inconsistent physical control when applying use of space, gesture, stillness and stance.</p>	<p>Creates a generally sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills. Delivery is generally appropriate and consistent.</p> <p>Adequate vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</p> <p>Adequate physical control demonstrated when applying use of space, gesture, stillness and stance.</p>	<p>Creates a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. Delivery is engaging and effective throughout.</p> <p>Secure and sustained vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</p> <p>Secure and sustained physical control demonstrated when applying use of space, gesture, stillness and stance.</p>	<p>Creates a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. Delivery is engaging and effective throughout.</p> <p>Secure and sustained vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</p> <p>Secure and sustained physical control demonstrated when applying use of space, gesture, stillness and stance.</p>	<p>Creates an assured individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout.</p> <p>Comprehensive and skilful vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</p> <p>Comprehensive and skilful physical control demonstrated when applying use of space, gesture, stillness and stance.</p>
<b>Evaluate and analyse personal contributions in the rehearsal process.</b>	<p>Limited analysis and evaluation of personal contribution to the creation, development and refinement process.</p> <p>Limited analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</p>	<p>Generally adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process.</p> <p>Generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</p>	<p>Coherent and generally balanced analysis and evaluation of personal contribution to the creation, development and refinement process.</p> <p>Coherent and generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</p>	<p>Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process.</p> <p>Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</p>	<p>Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process.</p> <p>Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</p>
<b>Create and develop ideas to communicate meaning for theatrical performance</b>	<p>Offers under developed explanations of the creative intentions for the performance.</p> <p>Inconsistent practical creation, development and refinement of ideas from the stimuli to communicate meaning.</p>	<p>Offers basic explanations of the creative intentions for the performance.</p> <p>Basic practical creation, development and refinement of some ideas from the stimuli to communicate meaning.</p>	<p>Offers clear explanations of the creative intentions for the performance. Secure practical creation, development and refinement of ideas from the stimuli to communicate meaning.</p>	<p>Offers detailed explanations of the creative intentions for the performance. Confident practical creation, development and refinement of ideas from the stimuli to communicate meaning.</p>	<p>Offers comprehensive explanations of the creative intentions for the performance.</p> <p>Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning.</p>

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Devising log Section 1</b>	Not enough material to meet the criteria	Limited response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence limited skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of an under-developed response to the stimulus.</li> <li>The explanation lacks clarity and depth.</li> <li>Minimal detail is provided.</li> </ul>	Reasonable response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence reasonable skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of a meaningful response to the stimulus which shows some creativity.</li> <li>The explanation is reasonably clear but some points are not explored.</li> <li>A few precise details are provided.</li> </ul>	Good response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence good skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of a creative and engaged response to the stimulus.</li> <li>The explanation is clear and most points are explored in some detail.</li> <li>A number of precise details are provided.</li> </ul>	Excellent response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of a highly developed and highly creative response to the stimulus.</li> <li>The explanation is very clear and points are comprehensively explored.</li> <li>Precise details are provided throughout.</li> </ul>
<b>Section 2 Create and develop ideas to communicate meaning for theatrical performance.</b>	Not enough material to meet the criteria	Limited response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence limited skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of little development and refinement of skills and the piece.</li> <li>The explanation lacks clarity and depth.</li> <li>Minimal detail is provided.</li> </ul>	Reasonable response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence reasonable skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of some meaningful development and refinement of skills and the piece.</li> <li>The explanation is reasonably clear but some points are not explored.</li> <li>A few precise details are provided.</li> </ul>	Good response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence good skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of considerable and mostly effective development and refinement of skills and the piece.</li> <li>The explanation is clear and most points are explored in some detail.</li> <li>A number of precise details are provided.</li> </ul>	Excellent response: <ul style="list-style-type: none"> <li>The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning.</li> <li>There is evidence of extensive and highly effective development and refinement of skills and the piece.</li> <li>The explanation is very clear and points are comprehensively explored.</li> <li>Precise details are provided throughout.</li> </ul>

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Perform in two extracts from a text.</b>	Lack of contribution to the performance. Not enough skill demonstrated to reach the minimum requirement. Artistic intentions not met in any aspect of the performance.	Limited contribution to performance: <ul style="list-style-type: none"> <li>Narrow range of skills are demonstrated.</li> <li>Skills are deployed but with little effectiveness.</li> <li>Personal interpretation lacks appropriateness for the play as a whole.</li> <li>Personal interpretation lacks sensitivity to context.</li> <li>Artistic intentions are achieved to a minimal extent.</li> </ul>	Reasonable contribution to performance: Fair range of skills are demonstrated. Skills are deployed with care and with effectiveness in places. Personal interpretation has some relevance to the play as a whole. Personal interpretation is sensitive to context in places. Artistic intentions are partly achieved.	Good contribution to performance: Wide range of skills are demonstrated. Skills are deployed confidently and in a mostly effective way. Personal interpretation exhibits a good degree of appropriateness to the play as a whole. Personal interpretation exhibits a good degree of sensitivity to context. Artistic intentions are mostly achieved.	Excellent contribution to performance: <ul style="list-style-type: none"> <li>An extensive range of skills are demonstrated.</li> <li>Skills are deployed precisely and in a highly effective way.</li> <li>Personal interpretation is entirely appropriate to the play as a whole.</li> <li>Personal interpretation is highly sensitive to context.</li> <li>Artistic intentions are entirely achieved.</li> </ul>
<b>Analyse and evaluate throughout your drama portfolio</b>	Not enough material to reach the required minimum.	Limited analysis and evaluation: Response demonstrates undeveloped skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis). Response is mostly descriptive and lacks examples.	Reasonable analysis and evaluation: <ul style="list-style-type: none"> <li>Response demonstrates some developing skill in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li> <li>Response is reasonably clear but at points relies on description.</li> <li>Points made are sound but may not be explored or supported.</li> </ul>	Good analysis and evaluation: <ul style="list-style-type: none"> <li>Response demonstrates developed and secure skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li> <li>Points are explored and supported with a number of examples.</li> </ul>	Excellent analysis and evaluation: <ul style="list-style-type: none"> <li>Response demonstrates highly developed skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li> <li>Points are comprehensively explored and supported in depth with thorough exemplification.</li> </ul>

# English: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter in Year 7 with good reading, writing and oracy skills. Our curriculum aims to build on this and ensure that they:**

- Enjoy and appreciate English and all it has to offer, including opportunities for creativity, curiosity and self-expression
- Are encouraged to develop a lifelong love of English and are encouraged to continue their studies at a higher level
- Are challenged to develop into highly skilled, independent readers and writers
- Engage with a broad range of texts to recognise, explore and celebrate our international community's various cultures
- Explore the ways in which texts reflect and interact with their social, cultural, political, historical context
- Continuously broaden their repertoire of vocabulary to be able to express complex ideas in a specific and sophisticated way
- Can communicate confidently and appropriately through spoken language in a range of situations
- Are equipped with the necessary skills to become active, successful citizens who responsibly embrace the challenges of tomorrow

**These aims are realised through our curriculum which:**

- Includes a wide range of high-quality texts including: poetry, drama, fiction, non-fiction, media and the spoken word
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages a culture of reading through continuous Library access, weekly reading lessons and shared class reading
- Encourages a culture of writing through lessons where the process of drafting, editing and re-drafting is developed as a tool for learning across the curriculum
- Ensures that the curriculum is progressive, adapted, and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# English Language: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading	Learning Skills
<b>Term 1:</b> <b>Creative Writing</b>	This introduction to GCSE will allow you to explore and develop your creative writing skills and complete your 'Imaginative Writing' coursework.	How can we adapt our creative writing so that we can communicate effectively and imaginatively?  <b>UAE Link:</b> Opportunity to use the Dubai landscape to inspire multiple narrative perspectives.	<ul style="list-style-type: none"> <li>Explore a range of fictional short texts</li> <li>Identify and apply a range of literary devices to our own writing</li> <li>Understand how structure can be used to influence the plot</li> <li>Explore how a range of punctuation can be used for effect</li> <li>Explore how ambitious vocabulary can be used at word, sentence and paragraph level</li> <li>Create an imaginative writing piece for coursework.</li> </ul>	You will learn by analysing a range of short fictional texts and evaluating how the writer has effectively used descriptive writing. You will apply your understanding of language, form and structure through the completion of an extended creative writing piece. <b>Formative Assessments:</b> Mini quizzes, comparative paragraphs and class discussions.  <b>Summative Assessment:</b> 700 word 'Imaginative Writing' coursework.	This piece of coursework will allow you to demonstrate your full potential within your creative writing skills. The completion of this coursework will also allow you to develop your written accuracy ahead of the transactional writing task in the examination.	This <b>builds on</b> your creative writing skills developed in KS3.  This <b>builds towards</b> successfully completing your IGCSE English Language coursework.	<a href="https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs">https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 2:</b> <b>IGCSE Anthology</b>	You will explore the non-fiction texts of the GCSE anthology and the various themes presented within them, in preparation for the reading section of the Language exam.	How do writers use linguistic and structural devices to effect the reader within non-fiction texts?  <b>UAE Link:</b> Opportunity to explore themes presented and evaluating how they are applicable to life in the UAE.	<ul style="list-style-type: none"> <li>Explore a range of non-fiction texts within the English Language anthology</li> <li>Explore and evaluate how writers use a range of literary techniques</li> <li>Explore and evaluate the use of structural techniques</li> <li>Explore links and connections between writers' ideas and perspectives</li> </ul>	You will learn by exploring and analysing all of the non-fiction texts within the anthology. You will demonstrate this understanding through the completion of PETAL paragraphs and exam-style responses.  <b>Formative Assessments:</b> Mini quizzes, PETAL paragraphs, retrieval activities and class discussions.  <b>Summative Assessment:</b> PETAL chain essay based on one non-fiction text.	The reading of high-quality, challenging non-fiction texts will allow you to develop your skills of interpretation and analysis. This will also help you prepare to respond to one unseen non-fiction text in the examination.	This <b>builds on</b> your knowledge of language analysis and PETAL responses in KS3.  This <b>builds towards</b> successfully and confidently answering a range of reading questions within the examination.	<a href="https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs">https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 3:</b> <b>Transactional Writing</b>	This unit will allow you to develop the skills needed to effectively create a piece of transactional writing in preparation for the writing section of the Language exam.	How can we communicate effectively and imaginatively for specific audiences and purposes?  <b>UAE Link:</b> Opportunity to explore a range of societal issues linked to the UAE.	<ul style="list-style-type: none"> <li>Explore a range of transactional writing texts to inspire our own writing</li> <li>Explore how we can adapt our tone, form and structure for a specific audience and purpose</li> <li>Explore the effect of a range of linguistic and structural techniques</li> <li>Explore how a range of punctuation can be used for effect</li> <li>Explore how ambitious vocabulary can be used at word, sentence and paragraph level</li> </ul>	You will use what you have learned about different text types in Term 2 to develop your own transactional writing. You and be given the opportunity to explore and practise a range of non-fiction writing techniques, planning and proofreading skills.  <b>Formative Assessments:</b> Mini quizzes, class discussions, retrieval activities based on language techniques.  <b>Summative Assessment:</b> A transactional article completed under timed conditions.	This unit will allow you to explore and understand how writing can be adapted to achieve a specific purpose. You will evaluate how you can adapt your form, tone and register to persuade, inform or entertain the reader. This will help you prepare for the transactional writing task in Section B of the examination.	This <b>builds on</b> your transactional writing skills and written accuracy developed in KS3.  This <b>builds towards</b> successfully and confidently creating a transactional writing piece for your examination.	<a href="https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs">https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading	Learning Skills
<b>Term 1:</b> <b>Poetry and Fiction</b>	This unit will allow you to explore a range of poetry and prose in preparation to create an evaluative essay for your coursework.	<b>How do writers of fictional texts use linguistic and structural devices for effect?</b>  <b>UAE Link: Opportunity to explore the UAE provision for people of determination.</b>	<ul style="list-style-type: none"> <li>Explore how writers use language and structure to achieve their effects</li> <li>Explore a range of poetry and prose can identify the common ideas and themes within them</li> <li>Read and understand each of the 3 selected texts</li> <li>Understand how to effectively structure an analytical essay</li> </ul>	<p>You will apply the analytical skills you have learnt in Year 10 for the non-fiction texts and apply them to the poetry and prose we are exploring. Each text will allow you to explore a range of different themes and ideas, and further your understanding of how writers use language and structure for effect.</p> <p><b>Formative Assessments:</b> Mini quizzes, class discussions, retrieval activities based on language techniques.</p> <p><b>Summative Assessment:</b> 1200 word analytical essay for coursework.</p>	This unit will allow you to use what you have learnt in Year 10 about the writer's craft and apply it to fictional texts. You will develop your essay writing skills.	<p>This <b>builds on</b> your analytical and inference skills built in KS3 and Year 10.</p> <p>This <b>builds towards</b> successfully and confidently creating an analytical essay for your Poetry and Prose coursework.</p>	<a href="https://padlet.com/elliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hhcs">https://padlet.com/elliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hhcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 2:</b> <b>Transactional Writing</b>	This unit will allow you to develop and revisit the skills needed to effectively create a piece of transactional writing in preparation for the writing section of the Language exam.	<b>How can we communicate effectively and imaginatively for specific audiences and purposes?</b>  <b>UAE Link: Opportunity to use the Dubai landscape to inspire multiple narrative perspectives.</b>	<ul style="list-style-type: none"> <li>Explore a range of transactional writing texts to inspire our own writing</li> <li>Explore how we can adapt our tone, form and structure for a specific audience and purpose</li> <li>Explore the effect of a range of linguistic and structural techniques</li> <li>Explore how a range of punctuation can be used for effect</li> <li>Explore how ambitious vocabulary can be used at word, sentence and paragraph level</li> </ul>	<p>You will use what you have learned about different text types in Term 2 to develop your own transactional writing. You will be given the opportunity to revise, explore and practise a range of non-fiction writing techniques, planning and proofreading skills.</p> <p><b>Formative Assessments:</b> Mini quizzes, class discussions, retrieval activities based on language techniques.</p> <p><b>Summative Assessment:</b> PETAL chain essay based on one non-fiction text.</p>	This unit will allow you to explore and understand how writing can be adapted to achieve a specific purpose. You will evaluate how you can adapt your form, tone and register to persuade, inform or entertain the reader. This will help you prepare for the transactional writing task in Section B of the examination.	<p>This <b>builds on</b> your transactional writing skills and written accuracy developed in KS3.</p> <p>This <b>builds towards</b> successfully and confidently creating a transactional writing piece for your examination.</p>	<a href="https://padlet.com/elliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hhcs">https://padlet.com/elliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hhcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 3:</b> <b>Exam Preparation</b>	This unit will give students the opportunity to practice and develop their exam skills, including revision and how to structure an effective response.	<b>How can we prepare effective for success in our exams?</b>	<ul style="list-style-type: none"> <li>Consolidate all learning from Term 1 and Term 2</li> <li>Apply learning through practice exam questions</li> <li>Evaluate personal performance through continuous response to feedback</li> <li>Create a range of examination style responses that demonstrate depth of understanding and analysis</li> </ul>	<p>You will learn by independently revisiting all prior learning from Term 1 and Term 2. You will continue to demonstrate your understanding of the non-fiction texts through class discussions, and practice responses.</p> <p><b>Formative Learning:</b> Class discussions, individual analytical essays, practice transactional writing pieces.</p> <p><b>Summative Assessment:</b> Final GCSE examination.</p>	Independent revision and consolidation is a crucial skill to prepare for any examinations as well as any scenarios that requires preparation within the wider world. It is important for you to feel confident and secure with your subject knowledge and your application of it within examination conditions.	<p>This <b>builds on</b> all of the skills and content you have learnt during KS4.</p> <p>This <b>builds towards</b> completing your English Language GCSE.</p>	<a href="https://padlet.com/elliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hhcs">https://padlet.com/elliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hhcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

# English Language: KS4 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1 - Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</b>	<p>Basic selection of information/ideas</p> <p>Limited use of quotations/textual references.</p> <p>Limited understanding of information/ideas, likely through retelling or paraphrasing.</p>	<p>Some selection of valid information and ideas.</p> <p>Some use of valid quotations/textual references.</p> <p>Some valid interpretation demonstrating a developing understanding of information and ideas.</p>	<p>Clear and relevant selection of information, ideas and/or perspectives.</p> <p>Clear and relevant use of supporting quotations/textual references.</p> <p>Relevant interpretation demonstrating a clear understanding of information, ideas and/or perspectives.</p>	<p>Detailed and persuasive selection of information, ideas and perspectives.</p> <p>Discriminating use of supporting quotations and textual references</p>	<p>Perceptive interpretation demonstrating a convincing understanding of information, ideas and perspectives.</p>
<b>AO2 - Understand and analyse how writers use linguistic and structural devices to achieve their effects</b>	<p>Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</p> <p>The use of references is limited.</p>	<p>Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</p> <p>The selection of references is valid, but not developed.</p>	<p>Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</p> <p>The selection of references is appropriate and relevant to the points being made.</p>	<p>Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</p> <p>The selection of references is detailed, appropriate and fully supports the points being made.</p>	<p>Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</p> <p>The selection of references is discriminating and clarifies the points being made.</p>
<b>AO3 - Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed</b>	<p>The response does not compare the texts.</p> <p>Limited/basic description of writers' ideas and perspectives, including theme, language and/or structure.</p> <p>The use of references is limited.</p>	<p>The response considers obvious comparisons between the texts.</p> <p>Some comment on writers' ideas and perspectives, including theme, language and/or structure.</p> <p>The selection of references is valid, but not developed.</p>	<p>The response considers a range of comparisons between the texts.</p> <p>Clear explanation of writers' ideas and perspectives, including theme, language and/or structure.</p> <p>The selection of references is appropriate and relevant to the points being made.</p>	<p>The response considers a wide range of comparisons between the texts.</p> <p>Thorough exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</p> <p>References are balanced across both texts and fully support the points being made.</p>	<p>The response considers a varied and comprehensive range of comparisons between the texts.</p> <p>Perceptive analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</p> <p>References are balanced across both texts; they are discriminating and fully support the points being made.</p>
<b>AO4 - Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences</b>	<p>Communication is at a basic level, and limited in clarity.</p> <p>Limited awareness is shown of the purpose of the writing and the intended reader.</p> <p>Limited awareness of form, tone and register.</p>	<p>Communicates in a broadly appropriate way.</p> <p>Shows some grasp of the purpose and of the expectations/ requirements of the intended reader.</p> <p>Straightforward use of form, tone and register.</p>	<p>Communicates clearly.</p> <p>Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.</p> <p>Appropriate use of form, tone and register.</p>	<p>Communicates successfully and thoroughly.</p> <p>A secure/thorough realisation of purpose and the expectations/requirements of the intended reader.</p> <p>Effective use of form, tone and register.</p>	<p>Communication is perceptive and subtle.</p> <p>Task is sharply focused on purpose and the expectations/ requirements of the intended reader.</p> <p>Sophisticated use of form, tone and register.</p>
<b>AO5 - Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation</b>	<p>Expresses information and ideas, with limited use of structural and grammatical features.</p> <p>Uses basic vocabulary, often misspelt.</p> <p>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</p>	<p>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</p> <p>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</p> <p>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</p>	<p>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</p> <p>Uses a varied vocabulary and spells words containing irregular patterns correctly.</p> <p>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</p>	<p>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</p> <p>Uses a wide, thorough vocabulary with only occasional spelling errors.</p> <p>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</p>	<p>Perceptively manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</p> <p>Uses extensive vocabulary perceptively; rare spelling errors do not detract from overall meaning.</p> <ul style="list-style-type: none"> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1 - Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</b>	<p>Basic selection of information/ideas</p> <p>Limited use of quotations/textual references.</p> <p>Limited understanding of information/ideas, likely through retelling or paraphrasing.</p>	<p>Some selection of valid information and ideas.</p> <p>Some use of valid quotations/textual references.</p> <p>Some valid interpretation demonstrating a developing understanding of information and ideas.</p>	<p>Clear and relevant selection of information, ideas and/or perspectives.</p> <p>Clear and relevant use of supporting quotations/textual references.</p> <p>Relevant interpretation demonstrating a clear understanding of information, ideas and/or perspectives.</p>	<p>Detailed and persuasive selection of information, ideas and perspectives.</p> <p>Discriminating use of supporting quotations and textual references</p>	<p>Perceptive interpretation demonstrating a convincing understanding of information, ideas and perspectives.</p>
<b>AO2 - Understand and analyse how writers use linguistic and structural devices to achieve their effects</b>	<p>Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</p> <p>The use of references is limited.</p>	<p>Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</p> <p>The selection of references is valid, but not developed.</p>	<p>Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</p> <p>The selection of references is appropriate and relevant to the points being made.</p>	<p>Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</p> <p>The selection of references is detailed, appropriate and fully supports the points being made.</p>	<p>Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</p> <p>The selection of references is discriminating and clarifies the points being made.</p>
<b>AO3 - Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed</b>	<p>The response does not compare the texts.</p> <p>Limited/basic description of writers' ideas and perspectives, including theme, language and/or structure.</p> <p>The use of references is limited.</p>	<p>The response considers obvious comparisons between the texts.</p> <p>Some comment on writers' ideas and perspectives, including theme, language and/or structure.</p> <p>The selection of references is valid, but not developed.</p>	<p>The response considers a range of comparisons between the texts.</p> <p>Clear explanation of writers' ideas and perspectives, including theme, language and/or structure.</p> <p>The selection of references is appropriate and relevant to the points being made.</p>	<p>The response considers a wide range of comparisons between the texts.</p> <p>Thorough exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</p> <p>References are balanced across both texts and fully support the points being made.</p>	<p>The response considers a varied and comprehensive range of comparisons between the texts.</p> <p>Perceptive analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</p> <p>References are balanced across both texts; they are discriminating and fully support the points being made.</p>
<b>AO4 - Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences</b>	<p>Communication is at a basic level, and limited in clarity.</p> <p>Limited awareness is shown of the purpose of the writing and the intended reader.</p> <p>Limited awareness of form, tone and register.</p>	<p>Communicates in a broadly appropriate way.</p> <p>Shows some grasp of the purpose and of the expectations/ requirements of the intended reader.</p> <p>Straightforward use of form, tone and register.</p>	<p>Communicates clearly.</p> <p>Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.</p> <p>Appropriate use of form, tone and register.</p>	<p>Communicates successfully and thoroughly.</p> <p>A secure/thorough realisation of purpose and the expectations/requirements of the intended reader.</p> <p>Effective use of form, tone and register.</p>	<p>Communication is perceptive and subtle.</p> <p>Task is sharply focused on purpose and the expectations/ requirements of the intended reader.</p> <p>Sophisticated use of form, tone and register.</p>
<b>AO5 - Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation</b>	<p>Expresses information and ideas, with limited use of structural and grammatical features.</p> <p>Uses basic vocabulary, often misspelt.</p> <p>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</p>	<p>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</p> <p>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</p> <p>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</p>	<p>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</p> <p>Uses a varied vocabulary and spells words containing irregular patterns correctly.</p> <p>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</p>	<p>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</p> <p>Uses a wide, thorough vocabulary with only occasional spelling errors.</p> <p>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</p>	<p>Perceptively manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</p> <p>Uses extensive vocabulary perceptively; rare spelling errors do not detract from overall meaning.</p> <p>• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</p>



# English Literature: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading	Learning Skills
<b>Term 1A:</b> <b>Poetry Cluster 1</b>	This introduction to GCSE will explore a cluster of six poems connected by themes and ideas. You will begin to explore comparisons between each of them and learn how to write a comparative analytical essay.	<b>How do poets use language and structural devices to present their thoughts and feelings?</b>  <b>UAE Link: Opportunity to explore a range of identities and cultures, including the UAE.</b>	<ul style="list-style-type: none"> <li>Identify and analyse a range of poetic devices</li> <li>Evaluate the response on the reader</li> <li>Develop our personal response</li> </ul>	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. <b>Formative Assessments:</b> Mini quizzes, comparative paragraphs and class discussions. <b>Summative Assessment:</b> Exam-style comparative essay.	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. <b>Formative Assessments:</b> Mini quizzes, comparative paragraphs and class discussions. <b>Summative Assessment:</b> Exam-style comparative essay.	This <b>builds on</b> your exploration of poetry from each term of KS3.  This <b>builds towards</b> <i>successfully completing your iGCSE Literature examination and your Year 10 mock.</i>		Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 1B &amp; 2B:</b> <b>'Macbeth' Coursework</b>	You will learn how Shakespeare crafts his famous play 'Macbeth' and explore how various contextual factors contribute to its meaning. You will then demonstrate this in an extended analytical written piece of coursework.	<b>How does William Shakespeare present Lady Macbeth in 'Macbeth'?</b>  <b>UAE Link: Opportunity to explore the role of women in UAE society.</b>	<ul style="list-style-type: none"> <li>Explore a range of relevant contextual information.</li> <li>Read and understand the play</li> <li>Analyse a range key scenes</li> <li>Evaluate the character of Lady Macbeth</li> </ul>	You will learn by reading, watching and performing aspects of 'Macbeth'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. <b>Formative Assessments:</b> Mini quizzes, extended PETAL paragraphs and class discussions. <b>Summative Assessment:</b> 1000 word coursework essay	You will learn by reading, watching and performing aspects of 'Macbeth'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. <b>Formative Assessments:</b> Mini quizzes, extended PETAL paragraphs and class discussions. <b>Summative Assessment:</b> 1000 word coursework essay	This <b>builds on</b> your exploration Shakespeare during KS3 and your completion of a piece of analytical coursework earlier in the year.  This <b>builds towards</b> your analysis of 'Of Mice and Men' next year where contextual analysis will be significant.	<ul style="list-style-type: none"> <li><a href="https://thedeepbaregarden.files.wordpress.com/2019/12/macbeth-wider-reading-booklet.pdf">https://thedeepbaregarden.files.wordpress.com/2019/12/macbeth-wider-reading-booklet.pdf</a></li> <li>Coursework – 1500 word essay about the character of Lady Macbeth</li> </ul>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 2B:</b> <b>Poetry Cluster 2</b>	You will explore the second cluster of five poems that are connected by themes and ideas. You will continue to explore how they are similar and different and draw comparisons with cluster 1.	<b>How do poets use language and structural devices to present relationships?</b>  <b>UAE Link: Opportunity to explore links between Emirati and a range of cultural traditions</b>	<ul style="list-style-type: none"> <li>Explore a range of complex poems</li> <li>Analyse a range of poetic devices</li> <li>Evaluate the effect on the reader</li> <li>Compare how both poets present relationships</li> </ul>	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. <b>Formative Assessments:</b> Mini quizzes, comparative paragraphs and class discussions. <b>Summative Assessment:</b> Exam-style comparative essay.	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. <b>Formative Assessments:</b> Mini quizzes, comparative paragraphs and class discussions. <b>Summative Assessment:</b> Exam-style comparative essay.	This <b>builds on</b> Term 1's cluster 1 analysis.  This <b>builds towards</b> <i>successfully completing your iGCSE Literature examination and your Year 10 mock.</i>	<ul style="list-style-type: none"> <li>'The Marriage Portrait' by Maggie O'Farrel</li> <li><a href="https://www.istor.org/stable/42945830">https://www.istor.org/stable/42945830</a></li> </ul>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 3:</b> <b>'An Inspector Calls' Coursework</b>	You will learn how JB Priestley crafts his famous play 'An Inspector Calls' to present the theme of responsibility. You will then learn how to demonstrate this in an extended analytical written piece of coursework.	<b>How does JB Priestley present inequality in 'An Inspector Calls'?</b>  <b>UAE Link: Opportunity to explore the theme of responsibility in relation to the UAE.</b>	<ul style="list-style-type: none"> <li>Explore a range of relevant contextual information.</li> <li>Read and understand the play</li> <li>Analyse a range of characters and key themes</li> <li>Evaluate the theme of inequality in the play</li> </ul>	You will learn by reading, watching and performing aspects of 'An Inspector Calls'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. <b>Formative Assessments:</b> Mini quizzes, extended PETAL paragraphs and class discussions. <b>Summative Assessment:</b> 1000 word coursework essay	You will learn by reading, watching and performing aspects of 'An Inspector Calls'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. <b>Formative Assessments:</b> Mini quizzes, extended PETAL paragraphs and class discussions. <b>Summative Assessment:</b> 1000 word coursework essay	This <b>builds on</b> your exploration of responsibility during KS3.  This <b>builds towards</b> <i>successfully completing your second piece of coursework on Shakespeare's 'Macbeth'.</i>	<ul style="list-style-type: none"> <li><a href="https://www.douglaswise.co.uk/british-library-essay-extracts-inspector-calls/">https://www.douglaswise.co.uk/british-library-essay-extracts-inspector-calls/</a></li> <li><a href="https://www.aninspectorcalls.com/media/files/An%20Inspector%20Calls%20Resourse%20Pack.pdf">https://www.aninspectorcalls.com/media/files/An%20Inspector%20Calls%20Resourse%20Pack.pdf</a></li> <li>Coursework – 1500 word essay about the theme of inequality</li> </ul>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
<b>Term 1:</b> <b>OMAM and Unseen Poetry</b>	This unit will focus on the Prose text for the exam: John Steinbeck's 'Of Mice and Men'. We will also begin to explore a range of Unseen Poetry.	<b>How can literature reflect societal issues in different time periods?</b>  <b>UAE Link: Opportunity to explore how the UAE embraces diversity.</b>	<ul style="list-style-type: none"> <li>Explore the relevant context</li> <li>Analyse a range of key themes</li> <li>Analyse the presentation of a range of characters</li> <li>Link contexts, themes and plot events</li> <li>Identify and analyse a range of poetic devices</li> <li>Evaluate the response on the reader</li> <li>Develop our personal response</li> </ul>	Through a variety of problem-solving tasks and programming exercises  <b>Assessment of Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 1  To develop your computational thinking skills and problem-solving abilities. By mastering these skills, you will be able to design efficient algorithms, create robust programs, and develop innovative solutions to complex problems in preparation for future academic and professional pursuits and critical thinking in everyday life	This <b>builds on</b> your existing knowledge about problem solving from KS3  This <b>builds towards</b> successfully completing your Year 10 mock, iGCSE <b>and</b> gaining a deeper understanding of computational thinking in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Mathematics and Science	<a href="https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs">https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 2:</b> <b>Poetry</b>	This unit will focus on the remaining anthology poems as well as structuring a comparison response in preparation for the exam.	<b>How do different poets present similar ideas in poetry?</b>  <b>UAE Link: Opportunity to explore how the UAE is presented in past and present.</b>	<ul style="list-style-type: none"> <li>Explore a range of complex poems</li> <li>Analyse a range of poetic devices</li> <li>Evaluate the effect on the reader</li> <li>Compare how both poets present relationships</li> </ul>	Through practical exercises that involve writing code in the Python programming language  <b>Assessment of Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 2  Programming skills are increasingly in demand in today's job market and are applicable in a wide range of industries, including technology, finance, healthcare, and many others. You will develop problem-solving skills, logical thinking, and attention to detail that will benefit you both in your future studies and in your career	This <b>builds on</b> your existing knowledge about technology and programming concepts from KS3  This <b>builds towards</b> successfully completing your Year 10 mock, iGCSE <b>and</b> a deeper understanding of high level programming in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Mathematics, Science and Business	<a href="https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs">https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 3:</b> <b>Exam Preparation</b>	This unit will give students the opportunity to practice and develop their exam skills, including revision and how to structure an effective response	<b>How can we prepare effective for success in our exams?</b>	<ul style="list-style-type: none"> <li>Consolidate all learning from Term 1 and Term 2</li> <li>Apply learning through practice exam questions</li> <li>Evaluate personal performance through continuous response to feedback</li> <li>Create a range of examination style responses that demonstrate depth of understanding and analysis</li> </ul>	Through exploring different methods of data representation and applying these skills in programming tasks  <b>Assessment of Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> exam style questions <b>This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's</b>	50% of iGCSE, Paper 1  In today's digital age, data is everywhere, and being able to represent and manipulate it effectively is a valuable skill in many industries, including computer programming and cybersecurity. You will gain a deeper understanding of how computers work and be better equipped to tackle real-world problems in these fields	This <b>builds on</b> your existing knowledge of visual representation in game design, gamification and machine learning from KS3  This <b>builds towards</b> successfully completing your Year 10 mock, iGCSE <b>and</b> gaining a deeper understanding of big data in KS5 A Level  This <b>provides an opportunity for collaboration</b> between Physics and Mathematics	<a href="https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs">https://padlet.com/kelliemonaghan/ks4-english-challenge-padlet-akm6xktna2t0hcs</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting



# English Literature: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement</b>	Limited knowledge and understanding of texts.  Expression is simple with little evidence of personal engagement or critical style.  Limited use of relevant examples in support.	Some knowledge and understanding of the text.  Largely narrative writing with some evidence of personal engagement or critical style.  Some use of relevant examples in support.	Sound knowledge and understanding of the text.  Writing shows relevant personal engagement and an appropriate critical style.  Use of clearly relevant examples in support.	Thorough knowledge and understanding of the text.  Writing shows thorough personal engagement and a sustained critical style.  Use of fully relevant examples in support.	Assured knowledge and understanding of the text.  Writing shows assured personal engagement and a perceptive critical style.  Discriminating use of relevant examples in support.
<b>AO2</b> <b>Analyse the language, form and structure used by a writer to create meanings and effects</b>	Simple and minimal identification of language, form and structure used by the writer.  Limited use of relevant examples to support the response.	Largely descriptive response, with some comment on the language, form and structure used by the writer.  Some use of relevant examples to support the response.	Shows an understanding of the range of language, form and structure used by the writer and links these to their effect on the reader.  Use of clearly relevant examples to support the response.	Focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained.  Use of fully relevant examples to support the response.	Cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader.  Discriminating use of relevant examples to support the response
<b>AO3</b> <b>Explore links and connections between texts</b>	Limited or no comparison of texts.	Some underdeveloped comparisons and contrasts presented, with obvious similarities and/or differences between texts.	Compares and contrasts a range of points and considers some similarities and/or differences between texts.	Compares and contrasts the poems effectively, considering a wide range of similarities and/or differences between texts.	Compares and contrasts the poems perceptively with a varied and comprehensive range of similarities and/or differences between texts.
<b>AO4</b> <b>Show understanding of the relationships between texts and the contexts in which they were written</b>	Limited knowledge or comment on relationship between texts and relevant contexts.	Some comment on the relationship between text and contexts.	Relevant comment on the relationship between text and context.	Detailed awareness of the relationship between text and contexts.	Understanding of the relationship between text and context is integrated convincingly into the response.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement</b>	Limited knowledge and understanding of texts.  Expression is simple with little evidence of personal engagement or critical style.  Limited use of relevant examples in support.	Some knowledge and understanding of the text.  Largely narrative writing with some evidence of personal engagement or critical style.  Some use of relevant examples in support.	Sound knowledge and understanding of the text.  Writing shows relevant personal engagement and an appropriate critical style.  Use of clearly relevant examples in support.	Thorough knowledge and understanding of the text.  Writing shows thorough personal engagement and a sustained critical style.  Use of fully relevant examples in support.	Assured knowledge and understanding of the text.  Writing shows assured personal engagement and a perceptive critical style.  Discriminating use of relevant examples in support.
<b>AO2</b> <b>Analyse the language, form and structure used by a writer to create meanings and effects</b>	Simple and minimal identification of language, form and structure used by the writer.  Limited use of relevant examples to support the response.	Largely descriptive response, with some comment on the language, form and structure used by the writer.  Some use of relevant examples to support the response.	Shows an understanding of the range of language, form and structure used by the writer and links these to their effect on the reader.  Use of clearly relevant examples to support the response.	Focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained.  Use of fully relevant examples to support the response.	Cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader.  Discriminating use of relevant examples to support the response
<b>AO3</b> <b>Explore links and connections between texts</b>	Limited or no comparison of texts.	Some underdeveloped comparisons and contrasts presented, with obvious similarities and/or differences between texts.	Compares and contrasts a range of points and considers some similarities and/or differences between texts.	Compares and contrasts the poems effectively, considering a wide range of similarities and/or differences between texts.	Compares and contrasts the poems perceptively with a varied and comprehensive range of similarities and/or differences between texts.
<b>AO4</b> <b>Show understanding of the relationships between texts and the contexts in which they were written</b>	Limited knowledge or comment on relationship between texts and relevant contexts.	Some comment on the relationship between text and contexts.	Relevant comment on the relationship between text and context.	Detailed awareness of the relationship between text and contexts.	Understanding of the relationship between text and context is integrated convincingly into the response.

# Geography: Curriculum Ambition



**Horizon International School welcomes pupils from around the world with a desire to share their life experiences and learn about cultures around the world. To build on this there is a different focus, while embedding core geographical skills to prepare students for their IGCSE. Our curriculum ensures that they:**

- Develop an understanding of the processes affecting human and physical environments
- Explore an understanding of place on a local, regional and global scale
- To incorporate geographical statistics into analysis and written work
- Build an understanding of how communities around the world are affected and constrained by different environments
- To carry out geographical investigations and use the findings to inform research
- To engage with geographical issues and create ideas and solutions that will have a positive long-term impact on the human and physical environment
- Explore the duty present and future generations have in creating a sustainable world
- Build communication skills to confidently present and discuss contemporary issues
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including rivers and coasts, fragile environments, population dynamics, migration across the globe, contrasts between urban and rural living and global biomes.
- Is organised to ensure students have the chance to build on previous skills, develop an in depth understanding of complex issues and so contemporary case studies are included throughout.
- Encourages a culture of research into the most recent geographical examples.

**These aims are also implemented through utilizing data, assessment, reporting, moderation and student input:**

- Students are regularly provided with effective feedback on how to further progress using the Geography success criteria rubric which takes into account different geographical skills and factors.
- Data is used to inform planning to ensure modification and adaption as well as monitoring progress within specific geographical skills.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Utilises student voice through where appropriate.
- Student engagement and effort is valued within and prioritised within every lesson organised to ensure students have the chance to build on previous skills, develop an in depth understanding of complex issues and so contemporary case studies are included throughout.
- Encourages a culture of research into the most recent geographical examples



# Geography: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>Coastal Environments</b>	This unit covers how the coast is shaped, used and how it can be protected.	<b>How are coastlines used, shaped and protected around the world?</b> <b>UAE Link: Throughout we will look at how the UAE coast is shaped, the presence of coastal management and how the GNI has influenced the country's ability to protect the coast.</b>	<ul style="list-style-type: none"> <li>2.1 To explain how physical processes and human intervention give rise to characteristic coastal landforms.</li> <li>2.2 To describe the ecosystems that develop along coastline and describe their characteristics#</li> <li>2.3 To explain the importance of coastal environments and how they can be sustainably managed.</li> </ul>	Through exploring: Labeled diagrams to break down processes, coastal case studies, a range of figures and images, practicing IGCSE questions. <b>Assessment for Learning:</b> Verbal tennis, debates, think with your feet, Pearson mark scheme to inform self assessment. <b>Summative Assessment:</b> An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	To understand how the physical and human world interact and how this creates opportunities and challenges. As the UAE's population is concentrated on the coast this unit is relevant to their lives, and there are lots of job opportunities available in this field.	This <b>builds on</b> coastal units taught in key stage 3 as well as keywords taught and embedded. This <b>builds towards</b> an in-depth knowledge of human and physical geographical interactions. This <b>provides an opportunity for collaboration</b> between Business, History and ICT.	<ul style="list-style-type: none"> <li>Design a habitat map showing the location of coastal environments to use GIS software.</li> <li>Create an opening statement for a debate showing the need for either conservation of development along the coast.</li> </ul>	Debating Creativity Collaboration Problem-solving Adaptability Evaluating Research Habitat Mapping
<b>Term 2:</b> <b>Rural Environments</b>	This unit explains how rural environments have changed over time, how they supply humans with products and how they can be protected.	<b>Have humans had a positive or negative impact on rural environments?</b> <b>UAE Link: The UAE is home to rural environments, has varying farming practices and it constantly evolving. This will be used alongside other countries with a larger population to build a case study of a developed nation.</b>	<ul style="list-style-type: none"> <li>5.1 To explain the characteristics of rural environments and how they have been exploited by humans</li> <li>5.2 To compare and contrast rural environments physical, social and economic characteristics and how they change over time.</li> <li>5.3 To explain how rural environments should adapt to be socially, economically and environmentally sustainable.</li> </ul>	Through exploring case studies of the UK, China and Kenya through independent work and group work. Watching videos to show new farming practices and looking at economic data to show benefits of diversifying. <b>Assessment for Learning:</b> Post it note plenaries, 3-2-1 pyramids, mini whiteboard, peer created quizzes, self and peer assessment. <b>Summative Assessment:</b> An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	To gain insight into rural environments, how they have changed and why they need protecting in the future. Natural ecosystems are being destroyed at rapid rates, but companies now must limit the damage caused and learn how to manage environmental impacts whilst still gaining profit. This topic gives an insight into this global issue.	This <b>builds on</b> the urban environment's unit taught in year 9 so pupils can now compare and contrast. This <b>builds towards</b> an understanding of global farming practices and how they are becoming more sustainable. This <b>provides an opportunity for collaboration</b> between Moral and Science.	<ul style="list-style-type: none"> <li>Analysing maps to describe the patterns and distributions of global biomes</li> <li>Design a next step plan for developed and developing rural environments to become more sustainable and overcome their SEE challenges.</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Map Skills Graph skills
<b>Term 2</b> <b>Hazardous Environments</b>	This explains why natural hazards occurs, their impacts and how we can prevent the impacts.	<b>Can humans ever be fully prepared for natural hazards?</b> <b>UAE Link: The UAE doesn't experience many dangerous natural hazards; pupils will learn why. The UAE's development data will be used for pupils to draw a meaningful comparison.</b>	<ul style="list-style-type: none"> <li>3.1 To explain why certain areas are more hazardous than others.</li> <li>3.2 To explain how hazards have an impact on people and the environment</li> <li>3.3 To explain how the impacts of earthquakes can be managed</li> </ul>	Through creating labelled diagrams to illustrate processes, through looking at how countries have been impacted by natural hazards through news articles and documentaries and using their development plans to determine protection steps. <b>Assessment for learning:</b> Quick quiz recall, verbal tennis, complete the drawing, match the image, peer and self assessment. <b>Summative Assessment:</b> An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	Every year lots of lives are lost to natural hazards and we are seeing an increase in frequency due to the changing climate and therefore it is even more important people are made aware of the vulnerable areas and how countries can protect themselves.	This <b>builds on</b> the tectonic hazard's unit taught in year 7. This <b>builds towards</b> understanding scientific terminology helping with both Geography and Science IGCSE's. This <b>provides an opportunity for collaboration</b> Science and History.	<ul style="list-style-type: none"> <li>Analysing news articles to compare and contrast different natural hazard events</li> <li>To design an earthquake proof building using knowledge obtained in class.</li> </ul>	Analysis Creativity Resilience Critical thinking Research
<b>Term 3:</b> <b>Globalisation and Migration</b>	This unit explains how globalisation impacts the movement of people and goods around the world and evaluates the positive and negative impacts of this,	<b>Has globalisation had a positive or negative impact on the world?</b> <b>UAE Link: The UAE receives 1000's of immigrants every year. Pupils will look at the pull factors of the UAE and consider if migration has had a positive or negative impact. The shops in the malls will be used to explain globalisation and we will look at the sources of UAE food to identify the purpose of trade.</b>	<ul style="list-style-type: none"> <li>8.1 To describe the process of globalisation and explain how it impacts the movements of goods and people worldwide.</li> <li>8.2 To describe the impacts of globalisation, migration and tourism around the world</li> <li>8.3 To explain how countries respond to migration depending on their level of development</li> </ul>	Through exploring migration in the UAE, the causes and the impacts. Through looking at TNC's, their profit statistics and where they choose to locate. Through creating sustainable migration plans to illustrate the challenges of managing migration. <b>Assessment for Learning:</b> Self and peer assessment of 12 markers, quick recall quizzes, think-pair-share, post it not plenary, ABC debates. <b>Summative Assessment:</b> An assessment made up of Pearson past exam questions on this unit to show a pupils understanding. This will feature a 12-mark question pupils will prepare for.	To be familiar with how the global economy is changing and how migration is having positive and negative impacts on countries around the world. To consider what migration plans may look like in the future and to develop empathy for those wanting to move somewhere more safe and secure to provide a better life for their families.	This <b>builds on</b> their knowledge of place in the UAE and prior knowledge on push and pull factors. This <b>builds towards</b> understanding how to structure and answer 12-mark questions on this unit. This <b>provides an opportunity for collaboration</b> between Business and History.	<ul style="list-style-type: none"> <li>Design a long-term migration plan for a developed and developing country considering the needs of the host and destination county.</li> <li>Develop an understanding of geopolitics and how it is fundamental to our human society.</li> </ul>	Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience Empathy





# Geography: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>2.1 To explain how physical processes and human intervention give rise to characteristic coastal landforms.</b>	<p>Limited understanding of how natural factors shape the coast.</p> <p>Limited understanding of how humans shape the coast.</p> <p>Can identify different landforms and link each to deposition or erosion.</p>	<p>To suggest how marine processes, weathering and mass movement shape the coast.</p> <p>To explain how this is influenced by human and physical factors.</p> <p>To describe how erosion and deposition create different coastal landforms.</p>	<p>To explain how: marine processes, weathering and mass movement shape the coast.</p> <p>To explain how this is influenced by geology, vegetation, people and sea-level changes</p> <p>To explain how erosion and deposition create different coastal landforms.</p>	<p>To explain how: marine processes, weathering and mass movement shape the coast using keywords.</p> <p>To explain how this is influenced by geology, vegetation, people and sea-level changes in specific areas.</p> <p>To explain how erosion and deposition create different coastal landforms using diagrams to support the explanation.</p>	<p>To explain how: marine processes, weathering and mass movement shape the coast using keywords and can use maps to identify areas of risk.</p> <p>To explain how this is influenced by geology, vegetation, people and sea-level changes and explain which has the biggest effect on a specific coast.</p> <p>To explain how erosion and deposition create different coastal landforms using detailed diagrams, and advanced keywords.</p>
<b>2.2 To describe the ecosystems that develop along coastline and describe their characteristics</b>	<p>To recall basic facts on the location of major coastal ecosystems.</p> <p>To define biotic and abiotic factors. Limited ability to link to ecosystems.</p> <p>To state how coastal ecosystems are threatened by people and their activities.</p>	<p>To describe the distribution and basic features of the worlds coastal ecosystems.</p> <p>To describe some of the biotic and abiotic characteristics of a named coastal environment</p> <p>To explain how coastal ecosystems are threatened by people and their activities.</p>	<p>To describe the distribution and features of the worlds coastal ecosystems.</p> <p>To describe the biotic and abiotic characteristics of a named coastal environment</p> <p>To explain how small and large scale coastal ecosystems are threatened by people and their activities.</p>	<p>To describe the distribution and features of the worlds major coastal ecosystems using keywords and map data.</p> <p>To describe the biotic and abiotic characteristics of a named coastal environment</p> <p>To explain how small and large scale coastal ecosystems are threatened by people and their activities. To explain how this varies around the world.</p>	<p>To describe the distribution of four major coastal ecosystems, explain why they are in those specific locations and compare and contrast the natural features.</p> <p>To accurately describe all the biotic and abiotic features found within an ecosystem.</p> <p>To explain how human influences such as industrialisation, agriculture, tourism and deforestation impact the coast. To link this to economic development and explain why the threat of these specific factors varies around the world.</p>
<b>2.3 To explain the importance of coastal environments and how they can be sustainably managed.</b>	<p>Can recall some causes of conflict along the coast.</p> <p>Limited ability to explain the causes of flooding</p> <p>Limited suggestions on how flooding can be reduced</p> <p>Can identify and name coastal management strategies, but limited links to how it protects the coast.</p>	<p>To describe the potential for conflict along the coast</p> <p>To explain causes of flooding</p> <p>To suggest how flooding can be prevented</p> <p>To suggest strategies used to protect the coast from erosion.</p>	<p>To describe the potential conflict between different users of the coast</p> <p>To explain the human and physical causes of flooding</p> <p>To explain how floods can be predicted and prevented</p> <p>To explain how hard and soft engineering strategies can protect coastlines from erosion.</p>	<p>To explain the potential conflicts along the coast using keywords conservation and development.</p> <p>To explain the human and physical causes of flooding using figures and images.</p> <p>To suggest how floods can be managed and prevented in developed and developing countries</p> <p>To explain the effectiveness of different coastal management strategies, creating an effective shoreline management plan.</p>	<p>To evaluate the need for conservation and development along the coast and explain how this can cause conflicts between different stakeholders.</p> <p>To explain the human and physical causes of flooding. To identify the causes within specific examples using maps, figures and texts</p> <p>To suggest how floods can be managed and prevented in developed and developing countries</p> <p>To evaluate the effectiveness of different coastal management strategies, creating an effective shoreline management plan.</p>

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>6.1 To explain how and why a growing % of the global population live in urban areas.</b>	<p>Limited understanding of urbanisation and the trends over time.</p> <p>Lack of understanding key processes of migration</p> <p>Limited knowledge of problems associated with rapid urbanisation.</p>	<p>Can explain changes in urbanisation over time.</p> <p>Can explain how push and pull factors cause rural to urban migration.</p> <p>Can describe the problems associated with rapid urbanisation.</p>	<p>Can explain the trend or urbanisation over the last 50 years.</p> <p>Can explain the factors affecting the rate of urbanisation and the emergence of megacities</p> <p>Can explain the problems associated with rapid urbanisation.</p>	<p>Can explain the trend or urbanisation over the last 50 years including key processes such as suburbanisation and counter-urbanisation.</p> <p>Can explain the factors affecting the rate of urbanisation in specific countries around the world and the emergence of megacities.</p> <p>Can predict and explain the problems associated with rapid urbanisation.</p>	<p>Can explain the trend or urbanisation over the last 50 years including key processes such as suburbanisation and counter-urbanisation and supported with contemporary and accurate statistics.</p> <p>Can explain the factors affecting the rate of urbanisation in specific countries around the world and the emergence of megacities. Can explain how this is likely to vary in the future due to economic development.</p> <p>Can predict and explain the problems associated with rapid urbanisation using key SEE terminology and considering knock on effects and multiplier effects.</p>
<b>6.2 Describe the social, economic and environmental challenges of rapid urban growth</b>	<p>Limited understanding of urban land use.</p> <p>Basic recall of impacts of urbanisation in developed countries.</p> <p>Basic recall of impacts of urbanisation in developing countries.</p>	<p>Can describe patterns of urban land use change.</p> <p>Can describe urban challenges in a named developed country</p> <p>Can describe urban challenges in a named developing country</p>	<p>Can describe the factors affecting urban land use patterns.</p> <p>Can explain urban challenges in a named developed country such as access to food, energy and transport.</p> <p>Can explain urban challenges in a named developing country such as squatter settlements and informal jobs</p>	<p>Can describe the factors affecting urban land use patterns considering changes to land values.</p> <p>Can explain in detail urban challenges in a named developed country considering access to energy, transport, waste disposal and concentrated resource consumption.</p> <p>Can explain in details urban challenges in a developing country such as urban pollution, informal economies and squatter settlements.</p>	<p>Can describe the factors affecting urban land use patterns considering changes to land values, locational needs and accessibility.</p> <p>Can explain in detail urban challenges in a named developed country considering access to energy, transport, waste disposal, concentrated resource consumption and segregation using contemporary statistics and a range of figures to support your findings.</p> <p>Can explain in details urban challenges in a developing country such as urban pollution, informal economies and squatter settlements using contemporary statistics and a range of figures to support your findings.</p>
<b>6.3 Evaluate the strategies that are used to combat the challenges of urban growth in a sustainable manner.</b>	<p>Can recall the ways in which the rural urban fringe is developed but little description</p> <p>Limited understanding of the strategies used to make urban living more sustainable</p> <p>Limited understanding of the different roles of people in managing the challenges of urban areas</p>	<p>Can describe processes of development on the rural urban fringe</p> <p>Can describe the strategies used to make urban living more sustainable</p> <p>Can describe different roles of people in managing the challenges of urban areas</p>	<p>Can define the terms rural-urban fringe and understand how the developments there help combat challenges of urbanisation.</p> <p>To explain how a range of strategies can be used to make urban living more sustainable for a chosen urban environment.</p> <p>To explain the role of different groups of people in managing the SEE challenges in a chosen urban area.</p>	<p>Can explain how the development of science parks, housing estates and retail and business developments on the rural urban fringe help combat the challenges of urbanisation.</p> <p>To explain in detail using key geographical language how a range of strategies can be used to make urban living more sustainable for a chosen urban environment.</p> <p>To explain in detail and using keywords the role of different stakeholders in managing the SEE challenges in a chosen urban area.</p>	<p>Can explain how the development of science parks, housing estates, retail and business developments, industrial estates and brownfield developments on the rural urban fringe help combat the challenges of urbanisation. This will be supported by place specific examples and benefits categorised into SEE.</p> <p>To evaluate in detail using key geographical language the strategies that can be used to make urban living more sustainable for a chosen urban environment.</p> <p>To evaluate in detail and using keywords the role of different stakeholders in managing the SEE challenges in a chosen urban area.</p>

# History: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in technology. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to become future historians, who are equipped with 21st century learning skills to embrace the world of tomorrow
- Enjoy exploring the past and its impact on the present and future
- Explore significant historical events, periods and societies
- Explore the importance of historical evidence and interpretation in understanding the past
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Incorporate interdisciplinary modules to understand the relationship between history and society, as well as the ethical implications of historical events
- Provided with access to real-world mentors and industry experts to provide guidance and advice on historical research and analysis
- Build an understanding of the legal and regulatory aspects of historical research and preservation
- Develop skills in historical research, analysis, and interpretation with the necessary skills to succeed their adult working life

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including the Norman conquest, world wars, revolutions, historical figures, and principles of historical research
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21st century research tools
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# History: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<p><b>Term 1</b></p> <p>Changes in Medicine, c.1848-1948</p>	<p>You will learn about the major changes in medicine between 1848 and 1948, with a focus on key figures and developments.</p>	<p><b>How have advancements in medicine from 1848 to 1948 shaped modern healthcare systems, including in the UAE?</b></p>	<ul style="list-style-type: none"> <li>Describe the major advancements in medicine and public health from 1848 to 1948</li> <li>Explain the impacts of these advancements on society and healthcare</li> <li>Analyse the roles of key figures and developments during this period</li> </ul>	<p>Through a combination of lectures, group discussions, research projects, and written assignments.</p> <p><b>Assessment for Learning:</b> will include both formative assessments (e.g., quizzes, homework assignments)</p> <p><b>Summative Assessment:</b> (e.g., mid-term and end-of-term exams, essays, presentations).</p>	<p>Understanding the historical changes in medicine is crucial for appreciating the healthcare systems we have today. This knowledge can also inform discussions about current and future challenges in healthcare.</p>	<p>This <b>builds on</b> previous study of history and science, particularly in terms of research, analysis, and critical thinking skills.</p> <p>This <b>builds towards</b> deeper understanding of historical developments and their impacts.</p> <p>This <b>provides opportunity for collaboration</b> between History, Science, and English Language Arts departments for interdisciplinary learning.</p>	<p>Students could undertake a project comparing the development of healthcare systems in different countries. Wider reading could include books on the history of medicine. Students could also explore online resources such as historical medical journals and archives.</p>	<p>Research and analysis</p> <p>critical thinking, written and oral communication, teamwork and collaboration, time management, and self-directed learning</p>
<p><b>Term 2</b></p> <p>The Vietnam Conflict, 1945-75</p>	<p>You will learn about the events and key figures involved in the Vietnam Conflict from 1945 to 1975. You will also study the impact of the conflict on civilians in Vietnam and attitudes in the USA.</p>	<p><b>How have international conflicts, such as the Vietnam War, shaped the global political landscape and what are their lasting impacts, including in the context of the UAE?</b></p>	<ul style="list-style-type: none"> <li>Understand the key events and figures involved in the Vietnam Conflict from 1945 to 1975</li> <li>Analyse the reasons behind the conflict and the difficulty of reaching a peaceful resolution</li> <li>Evaluate the impact of the conflict on Vietnam and the USA</li> </ul>	<p>Through a combination of lectures, group discussions, research projects, and written assignments.</p> <p><b>Assessment for Learning:</b> will include both formative assessments (e.g., quizzes, homework assignments)</p> <p><b>Summative Assessment:</b> (e.g., mid-term and end-of-term exams, essays, presentations).</p>	<p>Understanding the causes and effects of international conflicts can inform discussions about current global issues and contribute to a deeper understanding of world history and politics.</p>	<p>This <b>builds on</b> previous study of history and political science, particularly in terms of research, analysis, and critical thinking skills.</p> <p>This <b>builds towards</b> a deeper understanding of international relations and conflict resolution.</p> <p>This <b>provides opportunity for collaboration</b> between History, Political Science, and English Language Arts departments for interdisciplinary learning.</p>	<p>Students could undertake a project comparing the Vietnam Conflict to other international conflicts. Wider reading could include books on the history of the Vietnam War, personal narratives, and analysis of political strategies. Students could also explore online resources such as historical archives and documentaries.</p>	<p>Research and analysis,</p> <p>critical thinking, written and oral communication, teamwork and collaboration, time management, and self-directed learning.</p>
<p><b>Term 3</b></p> <p>The Vietnam Conflict, 1945-75</p>	<p>You will learn about the events and key figures involved in the Vietnam Conflict from 1945 to 1975. You will also study the impact of the conflict on civilians in Vietnam and attitudes in the USA.</p>	<p><b>How have international conflicts, such as the Vietnam War, shaped the global political landscape and what are their lasting impacts, including in the context of the UAE?</b></p>	<ul style="list-style-type: none"> <li>Understand the key events and figures involved in the Vietnam Conflict from 1945 to 1975</li> <li>Analyse the reasons behind the conflict and the difficulty of reaching a peaceful resolution</li> <li>Evaluate the impact of the conflict on Vietnam and the USA</li> </ul>	<p>Through a combination of lectures, group discussions, research projects, and written assignments</p> <p><b>Assessment for Learning:</b> will include both formative assessments (e.g., quizzes, homework assignments)</p> <p><b>Summative Assessment:</b> (e.g., mid-term and end-of-term exams, essays, presentations).</p>	<p>Understanding the causes and effects of international conflicts can inform discussions about current global issues and contribute to a deeper understanding of world history and politics.</p>	<p>This <b>builds on</b> previous study of history and political science, particularly in terms of research, analysis, and critical thinking skills.</p> <p>This <b>builds towards</b> a deeper understanding of international relations and conflict resolution.</p> <p>This <b>provides opportunity for collaboration</b> between History, Political Science, and English Language Arts departments for interdisciplinary learning.</p>	<p>Students could undertake a project comparing the Vietnam Conflict to other international conflicts. Wider reading could include books on the history of the Vietnam War, personal narratives, and analysis of political strategies. Students could also explore online resources such as historical archives and documentaries.</p>	<p>Research and analysis,</p> <p>critical thinking, written and oral communication, teamwork and collaboration, time management, and self-directed learning.</p>



# History: KS4 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understanding of changes in medicine (1848-1948)</b>	Limited knowledge of medical changes.	Some knowledge of key events and figures.	Good understanding of changes in medicine.	Can analyze the societal impacts of medical changes.	Can critically analyze medical changes and their long-term impacts.
<b>Knowledge of the rise of the Nazis</b>	Limited knowledge of the rise of Nazis.	Some knowledge of key events in Nazi rise.	Good understanding of the rise of the Nazis.	Can explain the political and social context of Nazi rise.	Can critically analyze the factors leading to the rise of the Nazis.
<b>Analyzing primary sources</b>	Struggles to understand sources.	Can identify some information in sources.	Can analyze sources for basic information.	Can evaluate the reliability of sources.	Can synthesize information from various sources and analyze biases.
<b>Understanding of the Hot and Cold War in Asia</b>	Limited knowledge of Hot and Cold War.	Some knowledge of key events and figures.	Good understanding of the Hot and Cold War.	Can analyze the significance of the conflicts.	Can critically evaluate the geopolitical and humanitarian aspects of the Hot and Cold War in Asia.
<b>Applying historical concepts to understand the US Civil Rights Movement</b>	Struggles to apply concepts.	Can apply some concepts with guidance.	Can apply historical concepts to the Civil Rights Movement.	Can use concepts to make connections between historical and contemporary civil rights movements.	Can innovatively use concepts to analyze the roots and consequences of the Civil Rights Movement.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>In-depth analysis of changes in medicine (1848-1948)</b>	Struggles with in-depth analysis.	Can identify key changes with guidance.	Can analyze specific changes in medicine.	Can discuss the implications of medical changes.	Can provide insightful and critical analysis of changes in medicine and their long-term impacts.
<b>Critical thinking on the rise of the Nazis</b>	Struggles with critical thinking.	Some critical thinking on Nazi rise.	Good critical thinking on the rise of Nazis.	Can discuss the complex factors leading to Nazi rise.	Can provide insightful and critical analysis of the rise of Nazis.
<b>Evaluation of sources related to Hot and Cold War in Asia</b>	Struggles to evaluate sources.	Can identify some information in sources.	Can evaluate sources for basic information.	Can critically evaluate the reliability of sources.	Can provide deep evaluation of sources, cross-referencing with historical contexts.
<b>Insightful understanding of the US Civil Rights Movement</b>	Limited insightful understanding.	Some insight into key events and figures.	Good insightful understanding of the Civil Rights Movement.	Can provide a nuanced understanding of the movement.	Can provide a comprehensive and insightful
<b>In-depth analysis of changes in medicine (1848-1948)</b>	Struggles with in-depth analysis.	Can identify key changes with guidance.	Can analyze specific changes in medicine.	Can discuss the implications of medical changes.	Can provide insightful and critical analysis of changes in medicine and their long-term impacts.



# Islamic Native: Curriculum Ambition

**سم تلاميذ مدرسة هورايزون الدولية بالذكاء والقدرة على فهم وتلاوة وتحليل تعاليم الدين الإسلامي مما يعزز مهاراتهم. يهدف منهجنا إلى البناء على هذا والتأكد من أنهم:**

\*قادرون على ممارسة أركان الإسلام والإيمان والشيء الوحيد الذي يقوم به الأفراد بانتظام على الطريقة الإسلامية

\*تُشجع على تحقيق التوازن بين الحياة الروحية والاجتماعية

\*داعمين للالتزام بالشعور بارتباط خاص تجاه مجتمعك

\*تتقيد حول الثقافة الاجتماعية والإسلامية وكذلك التقاليد وفقا لبلدهم.

\*الانخراط في مجموعة واسعة من النصوص القرآنية ، وقصص أحاديث الأنبياء ، وتعاليم الإسلام للتعرف والاستكشاف (القول والشعور والتفكير والتصرف كمسلمين)

\*استكشاف الأحداث والشخصيات المهمة للإسلام لتعكس وتتفاعل مع سياقها الاجتماعي والثقافي والسياسي والتاريخي

\*تدرب على أن تصبح شخصًا قويًا نفسيًا وذهنيًا للتعامل مع المشكلات وكذلك المشكلات اليومية

\*أن يكونوا مجهزين بالمهارات اللازمة ليصبحوا مسلمين نشطين وناجحين ومواطنين يتقبلون تحديات الغد بمسؤولية

## **تتحقق هذه الأهداف من خلال منهجنا الذي:**

\*يشمل معايير هيئة المعرفة والتنمية البشرية / وزارة التربية والتعليم في تدريس مادة التربية الإسلامية (الوحي الإلهي ، العقيدة الإسلامية ، قيم الإسلام وآدابه، أحكام الإسلام ومقاصدها، السيرة النبوية والشخصيات، القضايا المعاصرة

\*يتم تنظيمه بشكل موضوعي لتحفيز عمق واتساع التفكير

\*يشجع ويوفر فرصًا للتلاوة والقراءة والحفظ من خلال الوصول المستمر إلى المكتبة وتخصيص الموضوع الأسبوعي

\*تنظيم وترتيب الدروس في المدرسة وبعد المدرسة لتلاوة وحفظ وتحليل الآيات القرآنية والأحاديث والقضايا المعاصرة.

\*تأكد من أن المنهج يجب تعديله وتكييفه تدريجيًا لتحقيق في الموضوع ، وتعلم السور القرآنية مع تطبيق أحكام التجويد المناسب والمعنى بفهم عميق حسب حاجتهم.

يضمن توفير الفرص لتطوير اهتمامهم بأن يكونوا جزءًا من الأنشطة والتجمعات والأحداث والمسابقات اللاصفية لتطوير مناهج قائمة على المهارات والقيم حيث يمكن للطلاب التفكير في مهارات التعلم والتعبير عنها ونقلها عبر المناهج الدراسية

## **يتم تنفيذ هذه الأهداف أيضًا من خلال البيانات والتقييم والإبلاغ والاعتدال والتي:**

\*قيم وإدراك أهمية جهود الطلاب ومشاركتهم وسلوكهم تجاه التعلم في كل درس وكل جزء من العمل

\*يوفر ملاحظات منتظمة وفعالة للطلاب حول كيفية التقدم بشكل أكبر ، مدعومًا بقاعدة تقييم معايير النجاح لكل موضوع

\*التعلم القائم على المشاريع لجعل التدريس والتعلم تفاعلي

\*يقدم تقارير مكتوبة إلى أولياء الأمور ومن خلال استشارة أولياء الأمور والمعلمين لمناقشة تقدم الطالب الفردي ونقاط القوة ومجالات التطوير

\*الانخراط في أنشطة الاعتدال المنتظمة ، والتي تتضمن مشاركة عينات من عمل الطلاب ، وتقييم العمل وفقًا لنماذج معايير النجاح المحددة مسبقًا ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار عبر القسم.

\*يستخدم صوت الطالب من خلال النماذج الرقمية لإبلاغ



# Islamic Native: KS4 Curriculum

مهارات التعلم	التعلم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	الربط بالمواد الأخرى	لماذا سأتعلم هذا؟	كيف سأتعلم هذا؟	أهداف التعلم	سؤال تعليمي كبير	ماذا سأتعلم؟
المصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستوى ، 2 أحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف السور والمعايير من الصف 9 هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	ثأرة وحفظ - السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداعي.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. كل أسبوع شفوي (سورة واحدة وحديث). التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي ذاتي.	* يبين المواقف الواردة في الآيات الكريمة. * يبين دلالات الحديث الشريف. * يعلل سبب تسمية هذه الذنوب بالموفيات. * يستنتج ثمار وفوائد الزكاة على الفرد والمجتمع. * يبين نصاب الزكاة. * يحدد مصارف الزكاة. * يبين علاقة الصلح بالأمن والسلام. * يحدد الدلالات الواردة في الحديث الشريف. * يكتشف أهمية تجنب الشبهات. * يبين معنى الحج وحكمه. * يحدد أنواع الحج ومناسكه. * يبين أركان الحج وواجباته وسننه. * يستنتج فضائل الحج. * يوضح أهم بنود حجة الوداع. * يحدد دلالات مواقف الصحابة عند خير وقائه (صلى الله عليه وسلم).	لماذا طاعة الحاكم واجبة هل تعتقد أن المسلمين يبعون حاكمه دائماً لماذا أو لم لا؟ <b>الربط بدولة الإمارات:-</b> الاعتدال في العمل والاعتدال في الخطاب حفاظاً على تماسك المجتمع وتكافله واستقراره.	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 1 و 2 1- مع الله ورسوله وولي الأمر. 2- السبع الموفيات. 3- الزكاة في الإسلام. 4- سلامة المجتمع ووحدة بنيائه. 5- الحلال بين. 6- الحج. 7- حجة الوداع.
المصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستوى ، 2 أحاديث في الأسبوع وتحميلها في قناتك. تم بتعيين مشروع بحث قصير للتحقق من تعلمهم عن الإسراء والمعراج والسيرة النبوية. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 1. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والسيرة النبوية . يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	ثأرة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداعي.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي ذاتي.	* يحدد مجالات العدل* * يوضح ثمرات العدل* * يحدد أنواع المحرمات* * يستنتج قواعد إباحتها وتحريم الطعمة والأشربة * يعلل أسباب النهي عن بعض المحرمات* * يستنتج أسباب صفات الإمام مسلم* * يوضح إسهامات الإمام مسلم في خدمة الحديث الشريف * يوضح أصناف الناس يوم القيامة* * يوضح ما أعد الله من نعيم لأصحابه* * يبين مكانة النفس البشرية في الإسلام* * يحدد حلولاً لمشكلة الانتحار* * يبين العلاقة بين الإيمان بالله تعالى وخشيته في السر والعلن * يستنتج آثار الأعمال المنهي عنها* * يبين مكانة النفس البشرية في الإسلام* * يحدد حلولاً لمشكلة الانتحار*	لماذا العدل مهم في الإسلام؟ <b>الربط بدولة الإمارات:-</b> العدل بين أفراد المجتمع ومحاكمة الظالم حفاظاً على أمن واستقرار المجتمع..	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 3 و 4 1- الإيمان فضل من الله تعالى-:1- العدل في الإسلام-:2- ما يحل وما يحرم من الطعام والشراب-:3- الإمام مسلم-:4- 26 – سورة الواقعة-:5- 56 – سورة الواقعة-:6- 7- تبشير وتحذير-: 8- للانتحار .... لا-:
المصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستوى ، 2 أحاديث في الأسبوع وتحميلها في قناتك. حفظ السورة القرآنية حسب مستوى ، 2 أحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 2. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	- قراءة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداعي.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي ذاتي.	* يستنتج مظاهر قدرة الله تعالى* * يحدد حالات تفخيم الزملاء وحالات ترفيئها* * يوضح المقصود بالتضخيم والترقيق * يبين أثر تطبيق الحديث في المجتمع* * يستنتج البدايات الواردة في الحديث الشريف * يبين أقسام الحكم الشرعي* * يستنتج مزايا الأحكام الشرعية في الإسلام* * يحدد حالات تفخيم الزملاء وحالات ترفيئها* * يوضح المقصود بالتضخيم والترقيق * يبين أثر تطبيق الحديث في المجتمع* * يستنتج البدايات الواردة في الحديث الشريف * يبين أقسام الحكم الشرعي* * يستنتج مزايا الأحكام الشرعية في الإسلام*	ما هو التقليد الأعمى وكيف يمكن أن يكون سيئاً أو جيداً؟ <b>الربط بدولة الإمارات:</b> إنشاء صندوق الزكاة بموجب قانون التجاري بتاريخ 15 نوفمبر 2003 بأمر من الشيخ زايد بن سلطان آل نهيان ليكون متخصصاً في خدمة الزكاة ونشر الوعي بها وقبولها وصرفها على المستفيدين بأقصى درجات الإخلاص والصديق. الحق لضمان إقامة مجتمع متماسك	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 5 و 6 1- (74-57)سورة الواقعة-:1- أحكام الزكاة-:2- لا ضرر ولا ضرار-:3- الحكم الشرعي-:4- 5-سورة الواقعة(75-96). 6- حق المسلم على المسلم. 7- آداب السوق والمرافق العامة. 8- التقليد الأعمى.

مهارات التعلم	التعلم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	الربط بالمواد الأخرى	لماذا سأتعلم هذا؟	كيف سأتعلم هذا؟	أهداف التعلم	سؤال تعليمي كبير	ماذا سأتعلم؟
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك ، 2 أحدث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعاليير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف السور والمعاليير من الصف 10 .  هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء .  يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا .	تلاوة وحفظ السورة من جزء عم وتبارك . وكذلك تحديد السور والأحاديث وتحليلها .  فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي .	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة . التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والتقاشات الصغرى ، تعيين مشروع قاعدة البحث: كل أسبوع شفوي (سورة واحدة وحديث). التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي .	*يبين الحكمة من نزول القرآن منجماً . *يوضح مميزات القرآن المكي والمدني . *يلخص فوائد العلم بالمكي والمدني . *يحلل أسباب ظهور المدارس الفقهية . *يقارن بين المدارس الفقهية . *يحلل بعض مواقف النص . *يقارن بين جهود أبي بكر الصديق وعثمان بن عفان في خدمة القرآن الكريم . *يبين دور أبي بكر وعثمان بن عفان في خدمة القرآن الكريم . *يبين فضل الوقت . *يوضح دور الوقت في خدمة المجتمع . *يستنتج خصائص التنمية البشرية في الإسلام . *يبين أهداف التنمية البشرية .	لماذا يقرأ المسلمون القرآن والحديث؟  الربط ببدولة الإمارات:- يتجلى اهتمام الإمارات الشديد بالقرآن الكريم من خلال مراكز تحفيظ القرآن الكريم في كافة إمارات الدولة.	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام . كتاب الوزارة الوحدة 1 و 2 6- التنمية البشرية في الإسلام .
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك ، 2 أحدث في الأسبوع وتحميلها في قناتك. قم بتعيين مشروع بحث قصير للتحقق من تعلمهم عن الإسراء والمعراج والسيرة النبوية . مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعاليير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعاليير والسور من الترم 1 .  هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والسيرة النبوية .  يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا .	تلاوة وحفظ السورة من جزء عم وتبارك . وكذلك تحديد السور والأحاديث وتحليلها .  فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي .	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة . التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والتقاشات الصغرى ، تعيين مشروع قاعدة البحث: التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي .	يلخص قصة صاحب الجنتين . يدلل على حجية السنة النبوية* يوضح موقف السنة النبوية من القرآن الكريم* يحدد ما يحل وما يحرم من اللباس والزينة لكل من الرجل والمرأة* يبين أهمية اقتصاد في اللباس والزينة* يلخص فوائد الاعتزام بأداب الإسلام في اللباس ، والزينة* يحدد أساليب المنهج النبوي في الدعوة* يبين أثر منهج النبي في الدعوة على حياة المسلم* يستنتج معاني تكريم الله للإنسان* يبين المراحل التي من بهاتونين السنة* يميز بين أنواع مصنفات الحديث* يوضح سبيل الحفة* يحلل آثار الحفة الاجتماعية* يستنتج مؤومات حياة الرسول الزوجية* يبين رعاية الرسول لأسرته*	كيف كان لتسجيل السنة أثرًا كبيرًا على العالم الإسلامي؟  الربط ببدولة الإمارات:- تركز دولة الإمارات بشكل كبير على ثلاثة جوانب: الشباب والتعليم والتكثيف على الأرض من خلال دروس لتقوية القادة بأهمية التنمية وتأثيرها على الفرد بشكل خاص وعلى المجتمع بشكل عام.	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام . كتاب الوزارة الوحدة 3 و 4 6- تدوين السنة . 7- الحفة . 8- رعاية الرسول(صلى الله عليه وسلم) لأهله .
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك ، 2 أحدث في الأسبوع وتحميلها في قناتك. حفظ السورة القرآنية حسب مستواك ، 2 أحدث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعاليير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعاليير والسور من الترم 2 .  هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء .  يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا .	- قراءة وحفظ السورة من جزء عم وتبارك . وكذلك تحديد السور والأحاديث وتحليلها .  فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي .	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة . التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والتقاشات الصغرى ، تعيين مشروع قاعدة البحث: التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي .	يحلل المواقف الواردة في القصة* يميز الإنسان عن المئن* يبين جهود العلماء في تدوين السنة* يستنتج الآثار السلبية للخروج عن طاعة ولي المر* على الفرد والمجتمع يربط بين طاعة ولي الأمر والرفق الحضاري يحلل الموقف الواردة في الآيات الكريمة يوضح مظاهر التسامح بين الناس في الحياة* يستنتج أهمية التسامح للفرد والمجتمع* يحدد أنواع الجهاد* يحلل مقاصد أنواع الجهاد* يبين أصوات كل نوع*	لماذا طاعة الحاكم واجبه هل تعتقد أن المسلمين يتبعون حاكمه دائماً لماذا أو لم لا؟  الربط ببدولة الإمارات:- الاعتدال في العمل والاعتدال في الخطاب حفاظاً على تماسك المجتمع وتكافئه واستقراره .	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام . كتاب الوزارة الوحدة 5 و 6 3- طاعة ولي الأمر . 4- ذو القرنين الرجل الصالح . 5- التسامح . 6- الجهاد في الله (1) .
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك ، 2 أحدث في الأسبوع وتحميلها في قناتك. حفظ السورة القرآنية حسب مستواك ، 2 أحدث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعاليير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعاليير والسور من الترم 3 .  هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء .  يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا .	- قراءة وحفظ السورة من جزء عم وتبارك . وكذلك تحديد السور والأحاديث وتحليلها .  فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي .	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة . التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والتقاشات الصغرى ، تعيين مشروع قاعدة البحث: التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي .	يحلل المواقف الواردة في القصة* يميز الإنسان عن المئن* يبين جهود العلماء في تدوين السنة* يستنتج الآثار السلبية للخروج عن طاعة ولي المر* على الفرد والمجتمع يربط بين طاعة ولي الأمر والرفق الحضاري يحلل الموقف الواردة في الآيات الكريمة يوضح مظاهر التسامح بين الناس في الحياة* يستنتج أهمية التسامح للفرد والمجتمع* يحدد أنواع الجهاد* يحلل مقاصد أنواع الجهاد* يبين أصوات كل نوع*	لماذا طاعة الحاكم واجبه هل تعتقد أن المسلمين يتبعون حاكمه دائماً لماذا أو لم لا؟  الربط ببدولة الإمارات:- الاعتدال في العمل والاعتدال في الخطاب حفاظاً على تماسك المجتمع وتكافئه واستقراره .	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام . كتاب الوزارة الوحدة 5 و 6 3- طاعة ولي الأمر . 4- ذو القرنين الرجل الصالح . 5- التسامح . 6- الجهاد في الله (1) .



# Islamic Native: KS4 Success Criteria

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 - 9)
الوحي الإلهي (القرآن الكريم - الحديث الشريف) التلاوة - الحفظ - التحليل يظهر الطالب حفظاً متقناً للقرآن الكريم 4.1.1 ومعرفة بمعانيه وعلومه وتطبيقاً لأحكامه. 2.2.1 يظهر الطالب حفظاً للأحاديث النبوية الشريفة وفهمًا لمعانيها وتطبيقاً لأحكامها.	❖ الفهم المحدود أو غير الدقيق للآيات القرآنية والأحاديث الشريفة لكنه يجد صعوبة في الربط بين معاني الآيات ❖ يذكر معاني أسماء الله الحسنى بإيجاز (الغفور - العدل). ❖ يجد صعوبة في إلقاء كلمة عن التخلق بمقتضى اسم الله الغفور. ❖ يجد صعوبة في كتابة التقارير ونداءاً ما يقدم تقريراً كاملاً.	❖ بعض الفهم للآيات القرآنية ونصوص الأحاديث مع القدرة على انتقاء بعض الأدلة من حيث النقاط. ❖ بعض الوعي بالسياقات ذات الصلة. ❖ يوضح معاني أسماء الله الحسنى (الغفور - العدل). ❖ يلقى كلمة قصيرة عن التخلق بمقتضى اسم الله الغفور. ❖ يعد تقريراً استقصائياً عن نماذج للعدل الإلهي في التجربة التاريخية ويلخص نتائج البحث.	❖ يقرأ السور القرآنية المقررة بنجاح جزئي ومحدودة. ❖ يربط بين معاني الآيات للسور القرآنية مع وجود الأخطاء من وقت لآخر. ❖ يطبق بشكل جزئي أحكام الرأه والوقف. ❖ يسمح الأحاديث النبوية المقررة بنجاح جزئي. ❖ يفسر المعاني العامة للأحاديث النبوية مع الربط بالحياة الواقعية مع وجود أخطاء. ❖ يوضح معاني أسماء الله الحسنى (الغفور - العدل). ❖ يلقى كلمة قصيرة عن التخلق بمقتضى اسم الله الغفور. ❖ يعد تقريراً استقصائياً عن نماذج للعدل الإلهي في التجربة التاريخية ويلخص نتائج البحث.	❖ يسمح بشكل صحيح السور القرآنية المقررة في المنهج معظم الأوقات. ❖ يفسر بنجاح المعاني العامة لآيات السور القرآنية التي يتضمنها المنهج ويربط هذه المعاني بحياتهم الشخصية. ❖ يطبق بدقة أحكام الرأه والوقف. ❖ يسمح غالباً أحكام الرأه والوقف. ❖ يسمح بشكل صحيح الأحاديث النبوية معظم الأوقات. ❖ يفسر بنجاح المعاني العامة للأحاديث النبوية المقررة ويربطها بالحياة الواقعية. ❖ يشرح معنى اسمين من أسماء الله الحسنى (الغفور - العدل) شرحاً اجتماعياً مفصلاً وأيضاً. ❖ يلقى بارتجال وطلاقة كلمة عن التخلق بمقتضى اسم الله الغفور. ❖ يعد تقريراً استقصائياً عن نماذج للعدل الإلهي في التجربة التاريخية ويلخص نتائج البحث باستخدام الوسائط المتعددة.	❖ يسمح بدقة السور القرآنية المقررة في المنهج. ❖ يفسر بدقة المعاني العامة لآيات السور القرآنية التي يتضمنها المنهج ويربط هذه المعاني بحياتهم الشخصية. ❖ يطبق بدقة أحكام الرأه والوقف. ❖ يسمح بإتقان الأحاديث النبوية المقررة. ❖ يفسر بدقة المعاني العامة للأحاديث النبوية المقررة ويربطها بالحياة الواقعية ويوظفها بشكل صحيح. ❖ يشرح معنى اسمين من أسماء الله الحسنى (الغفور - العدل) شرحاً اجتماعياً مفصلاً وأيضاً. ❖ يلقى بارتجال وطلاقة كلمة عن التخلق بمقتضى اسم الله الغفور. ❖ يعد تقريراً استقصائياً عن نماذج للعدل الإلهي في التجربة التاريخية ويلخص نتائج البحث باستخدام الوسائط المتعددة.
العقيدة الإسلامية التعرف والاستكشاف والتحليل يظهر الطالب وعياً بقيمة العقل وأهمية التفكير وممارسة أدواته في الوصول إلى الحق. يظهر الطالب وعياً وإيماناً بأسس 2.1.2 الإيمان بالله تعالى وصفاته وملئكته وكتبه ورسوله.	❖ يحاول إعداد تقرير حول الآثار الإيجابية للتصحية على الفرد والمجتمع مع وجود أخطاء متكررة. ❖ نادراً ما يربط بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل محدود الآثار الإيجابية للتسامح الفكري. ❖ يحاول نشره تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة مع وجود أخطاء متكررة. ❖ ينتقد بشكل غير صحيح الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة.	❖ يعد تقريراً حول الآثار الإيجابية للتصحية على الفرد والمجتمع مع وجود أخطاء. ❖ يربط بشكل سطحي بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل جزئي الآثار الإيجابية للتسامح الفكري. ❖ يصمم نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة مع وجود أخطاء. ❖ ينتقد بشكل جزئي الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة مع وجود أخطاء.	❖ يعد تقريراً حول الآثار الإيجابية للتصحية على الفرد والمجتمع مع وجود أخطاء. ❖ يربط بشكل سطحي بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل جزئي الآثار الإيجابية للتسامح الفكري. ❖ يصمم نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة مع وجود أخطاء. ❖ ينتقد بشكل جزئي الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة مع وجود أخطاء.	❖ يعد تقريراً بنجاح تام عن الآثار الإيجابية للتصحية على الفرد والمجتمع. ❖ يربط بشكل عميق ونام بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل صحيح معظم الآثار الإيجابية للتسامح الفكري. ❖ يصمم بنجاح تام نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة. ❖ ينتقد بشكل صحيح الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة.	❖ يعد تقريراً بنجاح تام عن الآثار الإيجابية للتصحية على الفرد والمجتمع، ويدعم ذلك بالأدلة. ❖ يربط بشكل موسع بين العدل وقوة المجتمع وتماسكه، ويدعم ذلك بالأدلة. ❖ يستنتج بشكل تام وصحيح الآثار الإيجابية للتسامح الفكري. ❖ يصمم بنجاح تام نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة، وتوضح أهمية الالتزام بذلك. ❖ ينتقد بشكل تام وصحيح الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة.

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 - 9)
قيم الإسلام وأدابه أشرح واربط واستقصي يظهر الطالب فهماً وتمتلاً 1.1.3 لقيم الإسلام الفردية والجماعية في سلوكه. يظهر الطالب فهماً وتطبيقاً 1.2.3 لأداب الإسلام.	❖ يحاول إعداد تقرير حول الآثار الإيجابية للتصحية على الفرد والمجتمع مع وجود أخطاء متكررة. ❖ نادراً ما يربط بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل محدود الآثار الإيجابية للتسامح الفكري. ❖ يحاول نشره تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة مع وجود أخطاء متكررة. ❖ ينتقد بشكل غير صحيح الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة.	❖ يعد تقريراً حول الآثار الإيجابية للتصحية على الفرد والمجتمع مع وجود أخطاء. ❖ يربط بشكل سطحي بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل جزئي الآثار الإيجابية للتسامح الفكري. ❖ يصمم نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة مع وجود أخطاء. ❖ ينتقد بشكل جزئي الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة مع وجود أخطاء.	❖ يعد تقريراً حول الآثار الإيجابية للتصحية على الفرد والمجتمع مع وجود أخطاء. ❖ يربط بشكل سطحي بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل جزئي الآثار الإيجابية للتسامح الفكري. ❖ يصمم نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة مع وجود أخطاء. ❖ ينتقد بشكل جزئي الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة مع وجود أخطاء.	❖ يعد تقريراً بنجاح تام عن الآثار الإيجابية للتصحية على الفرد والمجتمع. ❖ يربط بشكل عميق ونام بين العدل وقوة المجتمع وتماسكه. ❖ يستخلص بشكل صحيح معظم الآثار الإيجابية للتسامح الفكري. ❖ يصمم بنجاح تام نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة. ❖ ينتقد بشكل صحيح الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة.	❖ يعد تقريراً بنجاح تام عن الآثار الإيجابية للتصحية على الفرد والمجتمع، ويدعم ذلك بالأدلة. ❖ يربط بشكل موسع بين العدل وقوة المجتمع وتماسكه، ويدعم ذلك بالأدلة. ❖ يستنتج بشكل تام وصحيح الآثار الإيجابية للتسامح الفكري. ❖ يصمم بنجاح تام نشرة تثقيفية توضح آداب التسوق والتعامل مع المرافق العامة، وتوضح أهمية الالتزام بذلك. ❖ ينتقد بشكل تام وصحيح الممارسات غير اللائقة في التسوق والتعامل مع المرافق العامة.
أحكام الإسلام ومقاصدها وصف - تصنيف - استنتاج يظهر الطالب معرفة بنقته 3.1.4 العبادات ويؤديها بطريقة صحيحة. يظهر الطالب معرفة وفهماً 1.3.4 لتواعد الأحكام الشرعية.	❖ يبين بشكل جزئي أحكام الزكاة الشرعية. ❖ يحاول أن يقدم تقريراً عن دور الزكاة في علاج مشاكل الفقر الإسلامي مع وجود أخطاء متكررة. ❖ يطبق بشكل جزئي أحكام الحج في مواقف افتراضية مع وجود أخطاء. ❖ يميز بشكل سطحي بين ما يحل وما لا يحل من الأظعمة في الإسلام مع وجود أخطاء. ❖ يحاول تصميم عرضاً بالوسائط المتعددة يبرز فيه جمالية الإسلام حول المقاصد التسرية لإحدى العبادات من غير أخطاء.	❖ يبين بشكل جزئي أحكام الزكاة ومقاصدها الشرعية. ❖ يقدم تقريراً عن دور الزكاة في علاج مشاكل الفقر الإسلامي مع وجود أخطاء. ❖ يطبق بشكل كامل أحكام الحج في مواقف افتراضية مع وجود أخطاء. ❖ يميز بشكل جزئي بين ما يحل وما لا يحل من الأظعمة في الإسلام مع وجود أخطاء. ❖ يصمم عرضاً بالوسائط المتعددة يبرز فيه جمالية الإسلام حول المقاصد التسرية لإحدى العبادات من غير أخطاء.	❖ يبين بشكل جزئي أحكام الزكاة ومقاصدها الشرعية. ❖ يقدم تقريراً عن دور الزكاة في علاج مشاكل الفقر الإسلامي مع وجود أخطاء. ❖ يطبق بشكل كامل أحكام الحج في مواقف افتراضية مع وجود أخطاء. ❖ يميز بشكل جزئي بين ما يحل وما لا يحل من الأظعمة في الإسلام مع وجود أخطاء. ❖ يصمم عرضاً بالوسائط المتعددة يبرز فيه جمالية الإسلام حول المقاصد التسرية لإحدى العبادات من غير أخطاء.	❖ يبين بشكل تام ودقيق أحكام الزكاة ومقاصدها الشرعية موضحاً ذلك بالأدلة. ❖ يقدم تقريراً بنجاح تام عن دور الزكاة في علاج مشاكل الفقر الإسلامي. ❖ يطبق بشكل كامل أحكام الحج في مواقف افتراضية من غير أخطاء. ❖ يميز بشكل تام ودقيق بين ما يحل وما لا يحل من الأظعمة في الإسلام. ❖ يصمم بنجاح تام عرضاً بالوسائط المتعددة يبرز فيه جمالية الإسلام حول المقاصد التسرية لإحدى العبادات من غير أخطاء.	❖ يبين بشكل موسع أحكام الزكاة ومقاصدها الشرعية موضحاً ذلك بالأدلة. ❖ يقدم تقريراً بنجاح تام عن دور الزكاة في علاج مشاكل الفقر الإسلامي مدعماً ذلك بالأدلة. ❖ يطبق بشكل كامل أحكام الحج في مواقف افتراضية مع وجود أخطاء مع القدرة على توضيحها لزملائه. ❖ يميز بشكل موسع بين ما يحل وما لا يحل من الأظعمة في الإسلام موضحاً ذلك بأدلة معاصرة. ❖ يصمم بنجاح تام وبنقته عرضاً بالوسائط المتعددة يبرز فيها جمالية الإسلام حول المقاصد التسرية لإحدى العبادات من غير أخطاء.

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 - 9)
قيم الإسلام وأدابه اشرح واربط واستقصي يظهر الطالب فهماً وتمثلاً لقيم الإسلام 1.1.3 الفردية والجماعية في سلوكه.  يظهر الطالب فهماً وتطبيقاً لأداب 1.2.3 الإسلام.	<ul style="list-style-type: none"> <li>- يشرح بشكل محدود دور الوقف في خدمة المجتمع.</li> <li>- يستخلص بشكل محدود التدابير الوقائية لحماية الإنسان من الوقوع في المحرمات.</li> <li>- يحاول تلخيص ضوابط وحدود التسامح مع وجود أخطاء.</li> <li>- يحاول إعداد بحثاً حول آداب الملابس والزينة مع وجود أخطاء متكررة.</li> </ul>	<ul style="list-style-type: none"> <li>- يشرح بشكل جزئي دور الوقف في خدمة المجتمع.</li> <li>- يستخلص بشكل جزئي التدابير الوقائية لحماية الإنسان من الوقوع في المحرمات.</li> <li>- يلخص بشكل جزئي ضوابط وحدود التسامح.</li> <li>- يعد بحثاً حول آداب الملابس والزينة مع وجود أخطاء.</li> </ul>	<ul style="list-style-type: none"> <li>- يشرح بشكل جزئي دور الوقف في خدمة المجتمع.</li> <li>- يستخلص بشكل جزئي التدابير الوقائية لحماية الإنسان من الوقوع في المحرمات.</li> <li>- يلخص بشكل جزئي ضوابط وحدود التسامح.</li> <li>- يعد بحثاً حول آداب الملابس والزينة مع وجود أخطاء.</li> </ul>	<ul style="list-style-type: none"> <li>- يشرح بشكل تام دور الوقف في خدمة المجتمع.</li> <li>- يستنتج بشكل صحيح التدابير الوقائية لحماية الإنسان من الوقوع في المحرمات.</li> <li>- يلخص بشكل صحيح معظم ضوابط وحدود التسامح.</li> <li>- يعد بحثاً بنجاح تام حول آداب الملابس والزينة.</li> </ul>	<ul style="list-style-type: none"> <li>- يشرح بشكل موسع دور الوقف في خدمة المجتمع.</li> <li>- يستنتج بشكل تام وصحيح التدابير الوقائية لحماية الإنسان من الوقوع في المحرمات.</li> <li>- يلخص بشكل تام وصحيح ضوابط وحدود التسامح.</li> <li>- يعد بحثاً بنجاح تام حول آداب الملابس والزينة موضحاً أهمية الالتزام بهيما.</li> </ul>
أحكام الإسلام ومقاصدها وصف - تصنيف - استنتاج يظهر الطالب معرفة بنقته العبادات 3.1.4 ويؤدبها بطريقة صحيحة. يظهر الطالب معرفة وفهماً لتواعد 1.3.4 الأحكام الشرعية.	<ul style="list-style-type: none"> <li>- يذكر بعض أحكام الجهاد في الإسلام.</li> <li>- يشرح أحكام الزواج ومقاصده الشرعية ويتردد مع وجود أخطاء كثيرة.</li> <li>- يحلل بشكل غير صحيح أسباب ظهور المدارس الفقهية.</li> <li>- يستخلص بشكل محدود أسباب اختلاف الفقهي بين المذاهب الأربعة.</li> </ul>	<ul style="list-style-type: none"> <li>- يربط بشكل سطحي بين أحكام الجهاد في الإسلام بالضوابط والمقاصد الشرعية.</li> <li>- يشرح بشكل جزئي أحكام الزواج ومقاصده الشرعية مع وجود أخطاء.</li> <li>- يحلل بشكل جزئي أسباب ظهور المدارس الفقهية.</li> <li>- يستخلص بشكل محدود أسباب اختلاف الفقهي بين المذاهب الأربعة.</li> </ul>	<ul style="list-style-type: none"> <li>- يربط بشكل عميق وتام بين أحكام الجهاد في الإسلام والضوابط والمقاصد الشرعية.</li> <li>- يشرح بشكل تام أحكام الزواج ومقاصده الشرعية.</li> <li>- يحلل بشكل صحيح أسباب ظهور المدارس الفقهية.</li> <li>- يستخلص بشكل صحيح أسباب اختلاف الفقهي بين المذاهب الأربعة.</li> </ul>	<ul style="list-style-type: none"> <li>- يربط بشكل عميق وتام بين أحكام الجهاد في الإسلام والضوابط والمقاصد الشرعية.</li> <li>- يشرح بشكل موسع وبدقة أحكام الزواج ومقاصده الشرعية.</li> <li>- يحلل بشكل تام وصحيح أسباب ظهور المدارس الفقهية.</li> <li>- يستخلص بشكل تام وصحيح أسباب اختلاف الفقهي بين المذاهب الأربعة.</li> </ul>	

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 - 9)
السيرة النبوية والشخصيات يستخلص الطالب معرفة وتأسياً 4.1.5 بشخصية الرسول حيث إنه النموذج الكامل والأسوة الحسنة في جوانب الحياة الإنسانية كافة. يظهر الطالب معرفة واقتداء 1.2.5 بشخصيات إسلامية بارزة لها دورها في خدمة الإسلام والمسلمين.	<ul style="list-style-type: none"> <li>- يستطيع ذكر مقومات حياة الرسول صلى الله عليه وسلم الزوجية، مع وجود خلط.</li> <li>- لا يستطيع أن يبرهن على بطلان بعض الشبهات التي أثرت حول الرسول صلى الله عليه وسلم وسيرته.</li> <li>- يستطيع سرد سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك مع وجود خلط وأخطاء كثيرة.</li> <li>- لا يستطيع استخلاص الدروس والعبر المستفادة من سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> </ul>	<ul style="list-style-type: none"> <li>- يستطيع استنتاج مقومات حياة الرسول صلى الله عليه وسلم الزوجية، مع وجود أخطاء بسيطة.</li> <li>- يستطيع أن يبرهن على بطلان شبيهة من الشبهات التي أثرت حول الرسول صلى الله عليه وسلم وسيرته.</li> <li>- يستطيع سرد سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> <li>- يجد صعوبة في استخلاص الدروس والعبر المستفادة من سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> </ul>	<ul style="list-style-type: none"> <li>- يستطيع استنتاج مقومات حياة الرسول صلى الله عليه وسلم الزوجية، مع وجود أخطاء بسيطة.</li> <li>- يستطيع أن يبرهن على بطلان شبيهة من الشبهات التي أثرت حول الرسول صلى الله عليه وسلم وسيرته.</li> <li>- يستطيع سرد سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> <li>- يجد صعوبة في استخلاص الدروس والعبر المستفادة من سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> </ul>	<ul style="list-style-type: none"> <li>- يستطيع استنتاج مقومات حياة الرسول صلى الله عليه وسلم الزوجية بنجاح.</li> <li>- يستطيع أن يبرهن على بطلان بعض الشبهات التي أثرت حول الرسول صلى الله عليه وسلم وسيرته، مع وجود بعض الأخطاء.</li> <li>- يستطيع التحدث بلغة مناسبة عن سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> <li>- يستطيع استخلاص بعض الدروس والعبر المستفادة من سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> </ul>	<ul style="list-style-type: none"> <li>- يستطيع استنتاج مقومات حياة الرسول صلى الله عليه وسلم الزوجية بدقة.</li> <li>- يستطيع أن يبرهن بدقة على بطلان بعض الشبهات التي أثرت حول الرسول صلى الله عليه وسلم وسيرته.</li> <li>- يشرح بدقة سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> <li>- يستطيع بدقة الدروس والعبر المستفادة من سيرة السيدة سكينة بنت الحسين رضي الله عنها والشيخ أحمد بن عبد العزيز المبارك.</li> </ul>
التهوية والقضايا المعاصرة يظهر الطالب اعترافه بشخصيته 1.1.6 وهويته ووطنه وتقديره لثقافته وقيمه والنزاهة بنوابه وعاداته وتقاليده. يظهر الطالب فهماً للقضايا والتحديات 1.2.6 المعاصرة وقدرة على تحليلها وإيجاد حلول لها معتمداً على المبادئ والأحكام الإسلامية	<ul style="list-style-type: none"> <li>- يدرك مفهوم طاعة الحاكم (ولي الأمر) وحكمها وأهميتها، لكنه لا يستطيع أن يُصمّم عرضاً شاملاً متكاملًا عن مخاطر التفرد والشر.</li> <li>- يدرك مجموعة متنوعة من القضايا العالمية في القرن الحادي والعشرين والتي تؤثر بشكل مباشر على مواطني دولة الإمارات العربية المتحدة دون تحديد كل قضية على حدة.</li> </ul>	<ul style="list-style-type: none"> <li>- يناقش مفهوم طاعة الحاكم (ولي الأمر) وحكمها وأهميتها، لكنه يصعب عليه أن يُصمّم عرضاً شاملاً متكاملًا عن نعمة وجود الحاكم ومخاطر الخروج على الحاكم.</li> <li>- يُفسّر مجموعة متنوعة من القضايا العالمية التي تؤثر بشكل مباشر على مواطني دولة الإمارات العربية المتحدة، ولكنه لا يتمكن من تكوين نماذج محفزة للتنمية.</li> </ul>	<ul style="list-style-type: none"> <li>- يناقش مفهوم طاعة الحاكم (ولي الأمر) وحكمها وأهميتها، لكنه يصعب عليه أن يُصمّم عرضاً شاملاً متكاملًا عن نعمة وجود الحاكم ومخاطر الخروج على الحاكم.</li> <li>- يُفسّر مجموعة متنوعة من القضايا العالمية التي تؤثر بشكل مباشر على مواطني دولة الإمارات العربية المتحدة، ولكنه لا يتمكن من تكوين نماذج محفزة للتنمية.</li> </ul>	<ul style="list-style-type: none"> <li>- يُحدّد مفهوم طاعة الحاكم (ولي الأمر) وحكمها وأهميتها، ويصمّم عرضاً شاملاً متكاملًا عن نعمة وجود الحاكم ومخاطر الخروج على الحاكم، وتفرد الكلمة.</li> <li>- يكوّن عدداً من النماذج المحفزة على الانخراط في التنمية وبناء الشخصية التي تظهر قدرة على تطبيق المبادئ والأحكام الإسلامية والنواب الوطنية، مع وجود الأخطاء بين الفينة والأخرى.</li> </ul>	<ul style="list-style-type: none"> <li>- يُحدّد بدقة مفهوم طاعة الحاكم (ولي الأمر) وحكمها وأهميتها، ويصمّم عرضاً شاملاً متكاملًا عن نعمة وجود الحاكم ومخاطر الخروج على الحاكم، ويظهر نتائج وحدة الصمت والكلمة.</li> <li>- يُحدّد أهمية التنمية، ويربطها بآثارها على المجتمع، ويكوّن عدداً من النماذج المحفزة على التنمية وبناء الشخصية القيادية التي تظهر قدرة على مواكبة عصرها.</li> </ul>

# Islamic Non-Native: Curriculum Ambition



**Horizon International School's pupils are bright and able to understand, recite and analyse the teaching of Islamic which enhance their skills. Our curriculum aims to build on this and ensure that they:**

- Are able practice the Pillars of Islam, Iman and single thing that individuals do regularly in the Islamic way
- Are Encourages to balance both spiritual and social life
- Are supportive to have bound to feel a special connection towards your community
- Educate about the social and Islamic culture as well as tradition according to their country.
- Engage with a broad range of Quranic text, Hadeeth stories of Prophets, teaching of Islam to recognise, explore and SFTA (saying, feeling, thinking and acting like a Muslims
- Explore the Important events and personalities of Islam to reflect and interact with their social, cultural, political, historical context
- Train to become an emotionally and mentally strong person to deal with daily issue and problems
- Are equipped with the necessary skills to become active, successful Muslims and citizens who responsibly embrace the challenges of tomorrow

**These aims are realised through our curriculum which:**

- Includes standard of KHDA/MOE in teaching an learning of Islamic Education (Divine Revelation, Islamic beliefs, Islamic ruling and aims, Islamic values and manners, Biographies/ personalities of Prophets and Important people in Islam, Identify the contemporary issues
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages and provide a opportunities to recite, read, memorise through continuous Library access, weekly assign topic
- Organise and arrange lesson in school and after school to recite, memorise and analyse the Quranic verses, Hadeeth and contemporary issues
- Ensure that curriculum should be modified, adapted and progressive to investigate the topic, learn surah with proper tajweed and meaning with deep understanding as per their need.
- Ensures to provide opportunities to develop their interest in being part of extra-curricular activities, assemblies, events, and competitions to develop skills-based and values-based approaches where students can reflect, articulate, and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- project-based learning to make teaching and learning interactive
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department.
- Utilises student voice through digital forms to inform CPD where appropriate



# Islamic Non-Native: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>Surat Al Hujraat verses 110( In the Presence of Allah, His messenger and ruler)</li> <li>The seven destructive sins</li> <li>Almsgiving (Zakat) in Islam</li> <li>Surat The Permissible (Halal) is self evident</li> <li>The Pilgrimage ( AlHajj)</li> <li>The farewell pilgrimage (Hajjat ul wa dai) and the death of the Prophet PBUH.</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 1 &amp; 2</b></p>	<p><b>How and why do Muslims recite Quran and hadeeth?</b></p> <p><b>UAE Link:</b> The UAE's demonstration of concern in the Holy Quran by establishing centres for the memorization of the Holy Quran as well as conducting annual competitions for memorization of the Qur'an and to select the most beautiful voices in Qur'an recitation at the world Islamic level.</p>	<ul style="list-style-type: none"> <li>To recite and analyse the meaning of Surah Al Hujraat.</li> <li>To analyse and describe the situation mentioned in verses.</li> <li>To recognise and explain the meaning of surah.</li> <li>To analyse the meaning and translation of the verses.</li> <li>To evaluate and explain the 7 destructive sins.</li> <li>To deduce the meaning, rules and benefits of zakat on the individual and society</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from 9.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p><b>Ongoing assessments at the end of each topic and unit. Learn surah as per your level, 2 Hadeeth per week and upload in your channel. Assign short research project to check their learning on Prophets and their teaching. Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</b></p>	<p>Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence</p>
<p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>Surat Al Hujraat</li> <li>Justice in Islam</li> <li>Permissible (Halal) and forbidden (Haram) foods and drinks</li> <li>Imam Muslims (R.A)</li> <li>Surat Al Hujraat verses Surat Al Waqiah 2756</li> <li>Bearing good news and warning</li> <li>No to suicide</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 3 &amp; 4</b></p>	<p><b>How and why justice is important in Islam?</b></p> <p><b>UAE Link:</b> Justice among the members of the society and putting the wrongdoer to trial in order to preserve the security and stability of society.</p>	<ul style="list-style-type: none"> <li>To recite and analyse the meaning of surah Yasin 2032.</li> <li>To explain the qualities, manners and importance of 3 holiest mosques.</li> <li>To recognise and describe the important events of the conquest of Makkah.</li> <li>To describe and enlist the points of the Treaty of Al Hudabiyah.</li> <li>To identify and describe the importance, benefits, and manners of traveling.</li> <li>To explain the importance, benefits, and the value of doing good deeds.</li> <li>To analyse and explain the concept, fields and benefits of social cohesion.</li> <li>To infer the means that help to achieve social cohesion.</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from term1.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p><b>Ongoing assessments at the end of each topic and unit. Learn surah as per your level, 2 Hadeeth per week and upload in your channel. Assign a short research project to check their learning on Isra Al Miraj and Prophets. Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</b></p>	<p>Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence</p>
<ul style="list-style-type: none"> <li>Surat Al Waqiah</li> <li>The Prophet Methods of teaching</li> <li>Zakat</li> <li>A Muslim rights on his Brother</li> <li>Etiquette in the market and Public utilities</li> <li>Blind Imitation</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 5 &amp; 6</b></p>	<p><b>What is blind imitation and how it can be bad or good?</b></p> <p><b>UAE Link:</b> Establishment of the Zakat Fund as per a federal law on November 15, 2003 under the command of Sheikh Zayed bin Sultan Al Nahyan to be specialized in the service of Zakat, spreading awareness about it, accepting and disbursing it to the recipients with utmost sincerity and accuracy to ensure the establishment of a cohesive society</p>	<ul style="list-style-type: none"> <li>To identify and explain the conditions of the righteous people in paradise.</li> <li>To analyse and describe the lesson of hadeeth.</li> <li>To recognise and describe the rules and types of oaths and vows.</li> <li>To enlist the situation in which the rules of oaths and vows apply.</li> <li>To recognise and describe the causes, events, and lessons of the battle of Hunayn.</li> <li>To recite and describe the meaning of verses 6983.</li> <li>To give evidence of the truthfulness of the prophethood of the Messenger (PBUH)</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from term 2.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p><b>Ongoing assessments at the end of each topic and unit. Learn surah as per your level, 2 Hadeeth per week and upload in your channel. Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</b></p>	<p>Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence</p>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>Surat Al Khaf</li> <li>Makkah and Madinan Quran</li> <li>The Islamic Juristic (Legal schools)</li> <li>The companion of the cave</li> <li>Stages of the collection of the Quran</li> <li>Endowments: giving and growth</li> <li>Human Development in Islam</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 1 &amp; 2</b></p>	<p><b>How and why do Muslims recite Quran and hadeeth?</b></p> <p><b>UAE Link:</b> The keen interest of the UAE in the Holy Quran is seen through centers for the memorization of the Holy Quran in all emirates of the country..</p>	<ul style="list-style-type: none"> <li>To recite and analyse the meaning of Surah Al Khaf.</li> <li>To analyse and describe the situation mentioned in verses..</li> <li>To analyse and explain the features of the Meccan and Madinan Qur'an.</li> <li>To summarize the benefits of knowledge in Mecca and Medina</li> <li>To compare and contrast between schools of jurisprudence</li> <li>To analyse and summarize the story of the Companions of the Cave.</li> <li>To compare the efforts of Abu Bakr AlSiddiq and Othman bin Affan in the service of the holy Qur'an.</li> <li>To explain the meaning, virtues and types of endowment</li> <li>To deduce the characteristics of human development in Islam.</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth.</p> <p>Understand and link the teaching of Islam” How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from 10.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p>Ongoing assessments at the end of each topic and unit.</p> <p>Learn surah as per your level, 2 Hadeeth per week and upload in your channel.</p> <p>Assign short research project to check their learning on Prophets and their teaching.</p> <p>Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</p>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Exploration</p> <p>Inquiry</p> <p>Analysis</p> <p>Evaluation</p> <p>Reflection</p> <p>Independence</p>
<p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>The companion of the cave (Surat Al Khaf)</li> <li>The Prophetic sunnah (Recording Sunnah)</li> <li>Dressing Etiquette</li> <li>The Prophetic Method of Propagation (Dawah )</li> <li>The owner of the two gardens.</li> <li>The world is a place of an action</li> <li>Chastity</li> <li>The prophet's Methods in taking care of His family</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 3 &amp; 4</b></p>	<p><b>How recording sunnah had great impact on Muslim world?</b></p> <p><b>UAE Link:</b> The UAE puts great emphasis on three aspects: youth, education and empowerment on the earth through lessons to educate leaders on the importance of development and its impact on the individual in particular and on the society in general.</p>	<ul style="list-style-type: none"> <li>To recite and analyse the meaning of Surah Al Khaf.</li> <li>To identify and infer the prophet Sunnah and its importance.</li> <li>To analyse and explore the Prophetic way dawah to Islam.</li> <li>To summarize the story and result of owner of the two gardens.</li> <li>To compare and contrast between schools of jurisprudence</li> <li>To analyse and summarize the story of the Companions of the Cave.</li> <li>To identify the world is place to action and explore the result of man actions In hereafter,</li> <li>To explore and describe the methodology of Prophet ways to take caring his family.</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth.</p> <p>Understand and link the teaching of Islam” How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from term1.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p>Ongoing assessments at the end of each topic and unit.</p> <p>Learn surah as per your level, 2 Hadeeth per week and upload in your channel.</p> <p>Assign a short research project to check their learning on Isra Al Miraj and Prophets.</p> <p>Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</p>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Exploration</p> <p>Inquiry</p> <p>Analysis</p> <p>Evaluation</p> <p>Reflection</p> <p>Independence</p>
<ul style="list-style-type: none"> <li>Surat Al Khaf ( Allah's Prophets Moses A.S)</li> <li>The scholars' efforts in preserving sunnah</li> <li>Obedience of the Ruler</li> <li>Story of Dhul Qarnayan, The good Man)</li> <li>Tolerance</li> <li>Jihad</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 5 &amp; 6</b></p>	<p><b>Why obedience of ruler is important do you think Muslims always follow his ruler why or why not?</b></p> <p><b>UAE Link:</b> Moderation in action and moderation in discourse in order to preserve the cohesion, interdependence and stability of society ●</p>	<ul style="list-style-type: none"> <li>To identify and explain the biography of Prophet Musa A.S.</li> <li>To recognise and describe the importance and effects of preserving Prophet sunnah.</li> <li>To recognise and describe the story and teaching of dhul Qarnayan.</li> <li>To give evidence of the truthfulness of the prophethood of the Messenger (PBUH)</li> <li>To recognise and describe importance, field and benefits of tolerance in Islam and society.</li> <li>To identify and describe the types and importance of Jihad in Islam.</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth.</p> <p>Understand and link the teaching of Islam” How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from term2.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p>Ongoing assessments at the end of each topic and unit.</p> <p>Learn surah as per your level, 2 Hadeeth per week and upload in your channel.</p> <p>Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</p>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Exploration</p> <p>Inquiry</p> <p>Analysis</p> <p>Evaluation</p> <p>Reflection</p> <p>Independence</p>



# Islamic Non-Native: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Divine Revelation(Quran + Hadith) Recite, memorise and analyse</b>	Limited or inaccurate understanding of Quranic verses and hadeeth.	Some understanding of Quranic verses and hadeeth texts with the ability to select some evidence in relation to points. Some awareness of relevant contexts.	Recites the Quran surahs included in the curriculum with partial and limited success. Connects the meanings of verses with errors from time to time. Applies partially the rules of Al Raa and Waqf.	Recites the Quran surahs included in the curriculum correctly most time. Interprets successfully the meanings of verses of the Quran surahs included in the curriculum. Applies often the rules of Al Raa and Waqf.	Recites accurately the Quran surahs included in the curriculum. Interprets accurately the general meanings of verses of the Quran surahs included in the curriculum and links these meanings to their personal life. Applies accurately the rules of Al Raa and Waqf
<b>Islamic Creed Recognise, explore and analysis</b>	Limited and inaccurate understanding of Islamic creed,	Some understanding Islamic creed and able to describe . May identify Allah is one and teaching of Prophets and Islam, not always correctly.	Explains the meanings of the names of Allah (The Forgiver – The Just).  Delivers a short speech on following the requirements of Allah's quality (The Forgiver) with hesitation.  - Submits a simple report on the examples of divine justice in the human experience over the history.	Explains the meanings of two of the names of Allah (The Forgiver – The Just).  Delivers a proper speech on following the requirements of Allah's quality (The Forgiver).  Prepares a survey report on examples of divine justice in the historical human experience and summarizes the research results.	Explains the meanings of two of the names of Allah (The Forgiver – The Just) as a detailed social explanation. Delivers with improvising and fluently a speech on following the requirements of Allah's quality (The Forgiver).  Prepares a survey report on examples of divine justice in the historical human experience and summarizes the research results using multimedia.
<b>Islamic Values Explain, connects and investigate</b>	Limited ability to understand the Islamic values	Some understanding of how to explain simple ideas of voluntary work	. Prepares a report on the positive impacts of the advice on the individual and society, with errors.  Connects artificially between justice and society's power and cohesion.  Concludes partially the positive impacts of intellectual tolerance.  Designs a cultivating bulletin that explains the morals of shopping and dealing with the public utilities with errors.  Criticizes partially the inappropriate practices in shopping and dealing with the public utilities with errors.	Prepares successfully a report on the positive impacts of the advice on the individual and society.  Connects deeply and completely between justice and society's power and cohesion.  Concludes correctly the positive impacts of intellectual tolerance.  Designs successfully a cultivating bulletin that explains the morals of shopping and dealing with the public utilities.  Criticizes correctly the inappropriate practices in shopping and dealing with public utilities.	Prepares successfully a report on the positive impacts of the advice on the individual and society, supporting that with evidence.  Connects extensively between justice and society's power and cohesion, supporting that with evidence.  Concludes completely and correctly the positive impacts of intellectual tolerance.  Designs successfully a cultivating bulletin that explains the morals of shopping and dealing with the public utilities, explaining the importance of complying with that.  Criticizes completely and correctly the inappropriate practices in shopping and dealing with the public utilities

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Divine Revelation(Quran + Hadith) Recite, memorise and analyse</b>	Limited or inaccurate understanding of Quranic verses and hadeeth.	Some understanding of Quranic verses and hadeeth texts with the ability to select some evidence in relation to points. Some awareness of relevant contexts.	Recites the Quran surahs included in the curriculum with partial success. Connects the meanings of verses with errors from time to time. Applies partially the rules of recitation and Tajweed. Summarizes the phases of the Quran collection with errors from time to time. Differentiates between the Quran revealed in Mecca and the Quran revealed in Medinah with errors. Explains the position of Sunnah and the efforts of the nation scholars to record and keep it with errors from time to time. Prepares a report on the Sunnah divisions for the holy Quran with errors.	Recites the Quran surahs included in the curriculum correctly most time. Interprets successfully the meanings of verses of the Quran surahs included in the curriculum. Applies often the rules of recitation and Tajweed. Summarizes partially the phases of the Quran collection. Differentiates successfully between the Quran revealed in Mecca and the Quran revealed in Medinah. Explains partially the position of Sunnah and the efforts of the nation's scholars to record and keep it. Prepares successfully a report on the Sunnah divisions for the holy Quran.	Recites accurately the Quran surahs included in the curriculum. Interprets accurately the general meanings of verses of the Quran surahs included in the curriculum. Applies accurately the rules of recitation and Tajweed. Summarizes accurately the phases of the Quran collection. Differentiates accurately between the Quran revealed in Mecca and the Quran revealed in Medinah. Explains accurately the position of Sunnah and the efforts of the nation's scholars to record and keep it. Prepares an accurate report on the Sunnah divisions for the holy Quran.
<b>Islamic Creed Recognise, explore and analysis</b>	Limited and inaccurate understanding of Islamic creed,	Some understanding Islamic creed and able to describe . May identify Allah is one and teaching of Prophets and Islam, not always correctly.	Analyzes the concepts of faith in the unseen with some errors	Analyzes the concepts of faith in the unseen and provides a simple summary of the impacts of faith in the unseen on the individual and society.	Analyzes deeply the concepts of faith in the unseen, concluding its impacts on the individual and society.
<b>Islamic Values Explain, connects and investigate</b>	Limited ability to understand the Islamic values	Some understanding of how to explain simple ideas of voluntary work	Explains partially the role of endowment in serving society.  Concludes partially the preventive measures to protect humans from committing unlawful acts.  Summarizes partially the controls and limits of tolerance, with errors.  Prepares successfully research on the morals of clothing and adornment with errors.	Explains completely the role of endowment in serving society.  Concludes correctly the preventive measures to protect the human from committing unlawful acts.  Summarizes correctly the controls and limits of tolerance.  Prepares successfully research on the morals of clothing and adornment.	Explains extensively the role of endowment in serving society.  Concludes completely and correctly the preventive measures to protect the human from committing unlawful acts.  Summarizes completely and correctly the controls and limits of tolerance.  Prepares successfully research on the morals of clothing and adornment explaining the importance of complying with them.

# Mathematics: Curriculum Ambition



**Mathematicians at Horizon International School enter KS3 with a strong foundation of basic skills and are motivated by challenges and problems. Our curriculum aims to build on this and ensure that they:**

- Have a secure understanding of what it means to be a mathematician, how mathematicians think and the role of mathematical thinking in society
- Have a 'big picture' understanding of real-world problem solving and appreciate that the strength of a mathematician is not in *what they know* but *how they think*
- Know *how* to perform mathematical processes, but more importantly they understand the reasoning behind the processes
- Have a depth of understanding that allows them to think critically and creatively about the most efficient methods and approaches to problems
- Have an appreciation that challenges allow us to grow and learn, and as a result they value understanding over correct answers
- Are able to work effectively both independently and collaboratively, applying their understanding to solve a variety of problems
- Are able to reflect on their strengths and areas for development and are motivated to take consistent and targeted actions to improve
- Have opportunities to explore beyond the traditional curriculum, to be curious, enthusiastic and to foster a love for the subject

**These aims are realised through our curriculum which:**

- Is wide ranging and diverse, allowing challenge through a focus on depth of understanding over breadth and topic coverage
- Encompasses foundational skills of mathematics as well as specialised and applied content that allows links to real-life
- Is organised progressively to build upon prior knowledge and understanding and link across phases and subjects
- Gives opportunities for critical thinking, metacognition and reflection
- Encourages a culture of exploration, curiosity and development of learning skills
- Is modified and adapted to ensure that all students are challenged at the right level

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses progress, attainment and qualitative data from all student groups consistently to inform planning, intervention, modification and adaptation
- Provides written reports to parents and the opportunity to discuss individual student progress, strengths and areas for development through parent teacher consultations
- Engage in regular moderation activities, involving sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Mathematics: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Permanent Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
<b>Probability Progression:</b> Unit 5, 15, 33	Learn the basic principles of probability, including expected outcomes and the probability of multiple independent and conditional events. Use representations such as tree diagrams, sample space diagrams and Venn diagrams to solve a variety of problems.	<ul style="list-style-type: none"> <li>- Is the success of this vaccine a result of its effectiveness, or is it down to chance?</li> <li>- What is the probability that two people in a room share the same birthday?</li> <li>- Should you stick with your original decision or change your mind? The Monty Hall Problem.</li> </ul> <p><b>UAE Link:</b> Probability plays a crucial role in various aspects of the UAE, from risk-assessment in finance and insurance to weather forecasting and project planning.</p>	<p><b>1. Master the basic skills within a topic</b></p> <ul style="list-style-type: none"> <li>- <i>Understanding concepts</i></li> <li>- <i>Remembering rules and formulae</i></li> <li>- <i>Application of knowledge</i></li> <li>- <i>Repeating processes</i></li> </ul> <p><b>2. Apply your understanding of the topic to solve a variety of problems:</b></p> <ul style="list-style-type: none"> <li>- <i>Make links across topics</i></li> <li>- <i>Multi-step problems</i></li> <li>- <i>Creative and efficient approaches</i></li> <li>- <i>Critical thinking</i></li> </ul>	<p>In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback.</p> <p>You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding</p>	Probability equips students with the tools to make informed decisions, which is particularly useful in fields of business, finance and project management. Probability is used to analyse and calculate risk, which is useful in industries such as insurance. Probability also has practical applications in forecasting, medical research and sports analysis.	<p>This <b>builds on and consolidates</b> your understanding of Y7 Unit 5 and Y8 Unit 6.</p> <p>This <b>builds towards</b> developing the skills required to study A-Level Statistics and to enter the many industries that require future forecasting.</p> <p>This <b>links heavily</b> with the IGCSE Data and Statistics progression.</p>	<p><i>Do dice play God? - Ian Stewart</i></p> <p><i>Finding Moonshine – Marcus Du Sautoy</i></p> <p>Numberphile:</p> <ul style="list-style-type: none"> <li>- The Monty Hall Problem</li> </ul> <p><b>TedEd:</b></p> <ul style="list-style-type: none"> <li>- Check your intuition: The Birthday problem</li> <li>- The Last Banana</li> <li>- How many ways can you arrange a deck of cards</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Independence</li> <li>Problem-solving</li> <li>Exploration</li> <li>Resilience</li> <li>Curiosity</li> <li>Research</li> <li>Adaptability</li> <li>Generalisation</li> <li>Efficiency</li> <li>Analysis</li> </ul>
<b>Data and Statistics Progression:</b> 7, 11, 24	Represent discrete and continuous data in a variety of ways including lists, frequency tables, cumulative frequency graphs, histograms and scatter graphs. Interpret these representations of data by calculating statistics and use them to make comparisons between sets of data.	<ul style="list-style-type: none"> <li>- How does an understanding of data provide insights into the habits of people across the globe? Why is this useful?</li> <li>- Do you have an above average number of fingers?</li> <li>- Is it possible to be exactly 180 cm tall?</li> </ul> <p><b>UAE Link:</b> The Dubai Statistics Center (DSC) and the Federal Competitiveness and Statistics Authority (FCSA) are organisations that provide valuable statistical data and reports for the UAE and Dubai. The UAE SDG Data Hub tracks and monitors progress towards implementing the UN Sustainable Development Goals in the UAE.</p>	<p><b>3. Explore outside of the traditional curriculum areas:</b></p> <ul style="list-style-type: none"> <li>- Be curious, think deeply and ask questions</li> <li>- Undertake wider reading, watching, discussion and investigation</li> </ul>	<p>You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult.</p> <p>You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.</p> <p>All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.</p>	There are no high-performing businesses and organisations that do not use an element of data and statistics to provide insights into performance, market research, consumer analytics, understanding past and predicting future trends. Data analysis and statistics, along with probability, are at the core of informed decision making and are used in many fields ranging from public health and epidemiology to crime and public safety.	<p>This <b>builds on and consolidates</b> your understanding of Y7 Unit 5 and Y8 Unit 6.</p> <p>This <b>builds towards</b> an innumerable range of careers that required handling and interpreting data.</p> <p>This <b>provides an opportunity for collaboration</b> with Business in the form of Supply vs. Demand and optimization problems</p>	<p><i>How to make the World add up – Tim Harford</i></p> <p><i>How not to be wrong – Jordan Ellenberg</i></p> <p><i>How to lie with statistics – Darrell Huff</i></p> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- Crystal Balls and Coronavirus (podcast)</li> </ul> <p><b>TedEd:</b></p> <ul style="list-style-type: none"> <li>- Lies, Damned Lies and Statistics</li> <li>- Population Pyramids</li> <li>- How Big Data can influence decisions</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Independence</li> <li>Problem-solving</li> <li>Exploration</li> <li>Resilience</li> <li>Curiosity</li> <li>Research</li> <li>Adaptability</li> <li>Generalisation</li> <li>Efficiency</li> <li>Analysis</li> </ul>

	What Will I Learn?	Big Learning Question	Permanent Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
<p><b>Graphs, Functions and Calculus Progression: Unit 8, 14, 18, 27, 30, 31</b></p>	<p>Learn about a variety of graphs and functions, including linear, quadratic, cubic, exponential, reciprocal and trigonometric, and understand their properties and behaviours. Explore derivatives and use calculus techniques to solve problems involving rates of change.</p>	<p>- How does calculus allow us to understand a constantly changing world? - Is there anything you can't put into a function?</p> <p><b>UAE Link:</b> Calculus is extensively used in civil, mechanical and electrical engineering – fields that allow the UAE to be at the forefront of construction.</p>	<p><b>1. Master the basic skills within a topic</b></p> <ul style="list-style-type: none"> <li>- Understanding concepts</li> <li>- Remembering rules and formulae</li> <li>- Application of knowledge</li> <li>- Repeating processes</li> </ul> <p><b>2. Apply your understanding of the topic to solve a variety of problems:</b></p>	<p>In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback.</p> <p>You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding</p>	<p>Graphs, functions and calculus can be used to model population growth and decay, to describe motion and forces, to analyse and optimise business processes and operations, and to predict changes in financial markets. Proficient understanding of graphs, functions and calculus opens doors to pursue higher education and careers in STEM related subjects.</p>	<p>This <b>builds on and consolidates</b> your understanding of Y8 Unit 2 and 5 and IGCSE Algebra Progression</p> <p>This <b>builds towards</b> gaining a deeper understanding this fundamental element of applied Maths, opening a pathway to higher level study and careers</p> <p>This <b>provides an opportunity for collaboration</b> with Science</p>	<p><i>Infinite Powers</i> – Steven Strogatz</p> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- Parabolas and Archimedes</li> <li>- The Riemann Hypothesis</li> <li>- The C Word (Podcast)</li> </ul> <p><b>TedEd:</b></p> <ul style="list-style-type: none"> <li>- What is Calculus used for?</li> </ul> <p><a href="#">Desmos   Graphing Calculator</a></p>	<p>Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis</p>
<p><b>Transformations and Vectors Progression: Unit 9, 34</b></p>	<p>Explore translations, enlargements, reflections and rotations to understand how these transformations effect the position, size and orientation of geometric objects in a 2D plane. Learn about constructions, bisectors, loci and scale models. Learn about vectors as objects that represent magnitude and direction and solve problems with vectors in 2 dimensions.</p>	<p>- You learn how to construct on a small scale with compasses and rulers, but how can you scale this up to make it practically useful? - How do Global Positioning Systems (GPS) use loci and constructions? - How are vectors used in computer graphics and virtual reality?</p> <p><b>UAE Link:</b> The UAE has a strong commitment to the development and implementation of Artificial Intelligence (AI) in various sectors. In 2017 the UAE launched its National AI Strategy, which aims to position the UAE as a global hub for AI.</p>	<p>- Make links across topics</p> <p>- Multi-step problems</p> <p>- Creative and efficient approaches</p> <p>- Critical thinking</p> <p><b>3. Explore outside of the traditional curriculum areas:</b></p> <ul style="list-style-type: none"> <li>- Be curious, think deeply and ask questions</li> <li>- Undertake wider reading, watching, discussion and investigation</li> </ul>	<p>You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult.</p> <p>You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.</p> <p>All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric</p>	<p>Transformations and vectors are used in computer graphics, virtual reality, 3D modelling and animations, robotics and autonomous systems. They are also used to solve problems related to forces and motion in physics.</p>	<p>This <b>builds on and consolidates</b> your understanding of Y7 Unit 4 and Y8 Unit 5.</p> <p>This <b>builds towards</b> careers in fields such as computer science and engineering.</p> <p>This <b>links heavily</b> with Computer Science and Physics.</p>	<p><i>Weirder Maths</i> – David Darling and Agnijo Banerjee</p> <p><b>TedEd:</b></p> <ul style="list-style-type: none"> <li>- What is a Vector?</li> </ul> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- Numbers and Free Will</li> <li>- Math and Movies (Animation at Pixar)</li> </ul> <p><i>An Introduction to Vectors</i> - NRICH</p>	<p>Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis</p>



# Mathematics: Year 9 Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Unit 10 – Trigonometry 1</b> <ul style="list-style-type: none"> <li>- Use basic Right-Angled Triangle Trigonometry (SOHCAHTOA) to solve a variety of problems in 2D</li> <li>- Understand bearings and make scale drawings</li> </ul>	Can perform a minority of basic processes/skills with limited accuracy	Can perform some basic processes/skills with accuracy	Can perform most basic processes/skills with accuracy	Can perform the vast majority of processes/skills with accuracy	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one
<b>Unit 11 – Data and Statistics 2: Averages and Spread</b> <ul style="list-style-type: none"> <li>- Find mean, median, mode, range and interquartile range from listed data</li> <li>- Interpret frequency tables, deal with changes to a set of data and make comparisons between sets of data</li> <li>- Draw and interpret cumulative frequency graphs</li> </ul>	Can remember a minority of rules and facts with varying consistency	Can remember some rules and facts with varying consistency	Can remember most rules and facts consistently	Can remember the vast majority of rules facts consistently	Can confidently and accurately solve multi-step problems, with or without context
<b>Unit 12 – Algebra 2</b> <ul style="list-style-type: none"> <li>- Factorise and solve equations in the form <math>x^2 + bx + c = 0</math> (including difference of two squares)</li> <li>- Change the subject of a formula</li> <li>- Form and solve equations (including quadratics) from a variety of contexts</li> <li>- Solve linear inequalities and represent solutions on a number line</li> </ul>			Can begin to make links between different content areas and solve problems requiring more than one step or more than topic	Can make links between different content areas and solve problems requiring more than one step or more than topic	Can seamlessly move between topics in order to solve a wide variety of problems
<b>Unit 13 – Compound Measures</b> <ul style="list-style-type: none"> <li>- Convert between units of measure in all 3 dimensions</li> <li>- Use formulae and solve problems involving speed, density and pressure</li> </ul>			Can begin to apply understanding to solve problems with real-life context	Can begin to apply understanding to solve problems with real-life context	Can demonstrate creativity when approaching unfamiliar problems
<b>Unit 14 – Graphs 2</b> <ul style="list-style-type: none"> <li>- Find the equation of a straight line in a variety of ways</li> <li>- Understand the relationship between parallel and perpendicular lines</li> <li>- Estimate the gradient of a curve using a tangent</li> <li>- Find the midpoint of a line segment</li> <li>- Represent linear inequalities graphically</li> </ul>				Can evaluate a variety of approaches to solve problems	
<b>Unit 15 – Sets and Venn Diagrams</b> <ul style="list-style-type: none"> <li>- Read and understand set notation, draw Venn Diagrams and find associated probabilities</li> </ul>					
<b>Unit 16 – Algebraic Manipulation 1</b> <ul style="list-style-type: none"> <li>- Factorise and solve equations in the form <math>ax^2 + bx + c = 0</math> (incl <math>a \neq 1</math>)</li> <li>- Solve equations using the quadratic formulae</li> </ul>					
<b>Unit 17 – Simultaneous Equations</b> <ul style="list-style-type: none"> <li>- Solve linear simultaneous equations using algebraic methods</li> <li>- Understand that the solution to simultaneous equations is represented by a point of intersection</li> </ul>					
<b>Unit 18 – Graphs 3</b> <ul style="list-style-type: none"> <li>- Plot and recognise quadratic, cubic, reciprocal and exponential graphs using a table of values</li> <li>- Estimate the gradient of a curve using a tangent</li> <li>- Use graphs to find approximate solutions to equations</li> <li>- Sketch quadratic graphs (without a table of values)</li> </ul>					

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Unit 19 – Bounds</b> - Find the upper and lower bounds of a number and use these in further calculations	Can perform a minority of basic processes/skills with limited accuracy  Can remember a minority of rules and facts with varying consistency	Can perform some basic processes/skills with accuracy  Can remember some rules and facts with varying consistency	Can perform most basic processes/skills with accuracy  Can remember most rules and facts consistently  Can begin to make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context	Can perform the vast majority of processes/skills with accuracy  Can remember the vast majority of rules facts consistently  Can make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context  Can evaluate a variety of approaches to solve problems	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one  Can confidently and accurately solve multi-step problems, with or without context  Can seamlessly move between topics in order to solve a wide variety of problems  Can demonstrate creativity when approaching unfamiliar problems
<b>Unit 20 – Trigonometry 2</b> - Use the Sine rule, Cosine rule and Area of a triangle formulae to find missing lengths, angles and areas - Use a combination of Pythagoras' Theorem and Trigonometry in 3D - Apply the Sine rule, Cosine rule and Area of a triangle formulae to algebraic scenarios and to the ambiguous case involving an obtuse angle - Sketch the graphs of $y = \sin(x)$ , $y = \cos(x)$ and $y = \tan(x)$					
<b>Unit 21 – Algebraic Manipulation 2</b> - Change the subject of a formula where the subject appears more than once - Simplify, and manipulate algebraic fractions (including solving equations that lead to a quadratic) - Algebraic proof (including recurring decimals to fractions)					
<b>Unit 22 – Similar shapes</b> - Use similar shapes to solve problems involving length, area and volume - Convert between metric units for area and volume					
<b>Unit 23 – Direct and Inverse Proportion</b> - Use corresponding values to form equations involving a constant of proportionality for direct and inverse proportion - Understand graphical representations of directly and inversely proportional relationships					
<b>Unit 24 – Histograms</b> - Understand the concept of frequency density - Draw and interpret histograms					
<b>Unit 25 – Circle Theorems</b> - Remember and apply circle theorems - Remember and apply intersecting chords/secant theorems					
<b>Unit 26 – Algebraic Manipulation 3</b> - Factorise and solve equations by completing the square - Solve simultaneous equations with non-linear equations using substitution - Solve quadratic inequalities using factorisation and sketching - Calculator methods for checking solutions	Can perform a minority of basic processes/skills with limited accuracy  Can remember a minority of rules and facts with varying consistency	Can perform some basic processes/skills with accuracy  Can remember some rules and facts with varying consistency	Can perform most basic processes/skills with accuracy  Can remember most rules and facts consistently  Can begin to make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context	Can perform the vast majority of processes/skills with accuracy  Can remember the vast majority of rules facts consistently  Can make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context  Can evaluate a variety of approaches to solve problems	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one  Can confidently and accurately solve multi-step problems, with or without context  Can seamlessly move between topics in order to solve a wide variety of problems  Can demonstrate creativity when approaching unfamiliar problems
<b>Unit 27 – Functions</b> - Understand the concept of functions, including domain and range - Find an inverse function (including completing the square) - Find an output of a function given an input and vice versa - Find composite functions					
<b>Unit 28 – Surds and Indices</b> - Simplify and calculate with surds (non-calculator) - Rationalise a denominator - Change the base of an expression in order to simplify - Use negative and fractional index laws					
<b>Unit 29 – Area and Volume 2</b> - Area and perimeter of more general sectors of a circle - Volume and surface area of other 3D shapes (including algebraic)					
<b>Unit 30 – Calculus</b> - Be able to differentiate functions in the form $ax^n$ - Find minimum and maximum points using the gradient function - Understand the gradient function and use it to solve problems - Use differentiation to solve problems involving displacement, velocity and acceleration					
<b>Unit 31 – Graphs 4</b> - Sketch a variety of graphs using a variety of strategies - Transformation of functions					
<b>Unit 32 – Sequences and Series</b> - Use $a$ , $d$ , and $l$ in the context of arithmetic series and use $u_n = a + (n - 1)d$ - Find the sum of an arithmetic series					
<b>Unit 33 – Probability 2</b> - Solve a variety of problems involving probability, including problems that require algebraic generalisation					
<b>Unit 34 – Vectors</b> - Construct vector proofs for parallel and straight lines - Solve vector problems involving comparing coefficients and simultaneous equations					

# Media: Curriculum Ambition



**Horizon International School's pupils are bright and able young individuals who often enter into KS4 and KS5 with a diverse range of skills. Our curriculum aims to develop and refine their creative and technological skills and ensure they:**

- Enjoy and appreciate Media and all it has to offer, including opportunities for practical application
- Are encouraged to develop lifelong transferrable skills and continue their studies at a higher level
- Are challenged to develop media literacy including theoretical application
- Engage with a broad range of texts to recognise, explore and celebrate the diversity offered through the media
- Explore the ways in which texts reflect and interact with their social, cultural, political, historical context
- Continuously broadens their expertise with existing ideologies to be able to express complex ideas in a specific and sophisticated way
- Can communicate confidently and appropriately through both spoken and written language to articulate their viewpoints and perspectives
- Are equipped with the necessary skills to become active, media literate individuals who positively contribute to society

**These aims are realised through our curriculum which:**

- Includes a wide range of high-quality texts and resources including: film, music, magazines, news, advertising
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages a culture of reading through continuous direction to additional sources around existing theories
- Strengthens technical skills/application through the use of a range of software and hardware
- Strengthens research and collaborative working skills through coursework units
- Continues the culture of writing through evaluative pieces reflecting on areas of strength and weaknesses
- Ensures that the curriculum is progressive, adapted, and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Provides individualised target to allow students autonomy over their own learning journeys
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# Media: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 1A	1. <b>Media language and representation</b>  2. <b>An introduction to industries and audiences</b>	<b>What is 'media' and how does it use language to represent different groups, genres and industries?</b>  <b>UAE Link: How is media representation different in the Gulf in comparison to the West?</b>	<ul style="list-style-type: none"> <li>Define and differentiate between different types of media forms/platforms/genres</li> <li>Identify and understand specific media language terminology and codes (semiotics)</li> <li>Compare the use of media language across different genres</li> <li>Summarise the difference between representation and how the media 're-presents' reality when portraying different groups</li> <li>Define and understand different models of communication (linear) and categorizing different types of audiences</li> <li>Comparison and analysis of different media industries (print, online)</li> <li>Close analysis and evaluation of the music industry (history and development)</li> </ul>	Through exploring a range of different types of media platforms and analysis of the exam board CSPs (close study products) to better consolidate the learning.  <b>Assessment for Learning:</b> Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment  <b>Summative Assessment:</b> In class exam style questions and using past papers	To develop an understanding of a range of media forms and perspectives it creates, which is relevant to our daily lives. The media helps shape our understanding of the world and different groups so it's important to develop an understanding of how they do that and the specific language and codes that are used.  Study of these topics provide opportunities for exploring contemporary issues through the use of different media in creative and practical ways. We consume advertisements daily and there are specific methods used in them to represent different ideas to us.	This <b>builds on</b> existing firsthand knowledge and experiences of the media, as well as key historical and technological events.  This <b>builds towards</b> a further understanding of the power of media influences.  This <b>provides an opportunity for collaboration</b> between History and Psychology.	<ul style="list-style-type: none"> <li>Discussion and debate surrounding media representation of different groups</li> <li>Storyboard a 20 second video advert</li> <li>Design a poster or home page of a website with a specific audience in mind</li> <li>Create an effective range of CD covers to an already established artist in order to explore the idea of 're-presenting'</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Debate</li> <li>Evaluation</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> <li>Theoretical application</li> <li>Technical skills using editing software</li> <li>Technical skills using hardware</li> <li>Inquiry</li> <li>Research</li> </ul>
TERM 1B	Advertising and Marketing	<b>How does the media use advertising and marketing strategies to 're-present' reality to the masses?</b>  <b>UAE Link: How do marketing strategies differ in the Gulf in comparison to the West?</b>	<ul style="list-style-type: none"> <li>Exploring stereotypes within media representation (positive and negative)</li> <li>Analysing advertisement used by the NHS, Woman's Own magazine and a television advertisement</li> <li>Comparing and contrasting different methods of advertisement across different forms (branding)</li> <li>Exploring the effect of technological advancements on the advertisement and marketing industry</li> <li>Planning and designing original advertisement campaigns including the creation of original images</li> </ul>	Through exploring a range of different types of media platforms and analysis of the exam board CSPs (close study products) to better consolidate the learning.  <b>Assessment for Learning:</b> Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment  <b>Summative Assessment:</b> Mock exam question based projects completed  <b>This assessment will assess how effectively students have developed their understanding of the topic and how well they are able to apply key terminology and ideas</b>		This <b>builds on</b> existing analytical skills but for more focused areas.  This <b>builds towards</b> a better understanding of media methods and key terminology necessary for exam settings and NEA.  This <b>provides an opportunity for collaboration</b> between Moral Education and Social studies.	<ul style="list-style-type: none"> <li>Further discussion and wider reading surrounding theories of narrative, media technology and media stereotypes</li> <li>Write a statement of intent for proposed advertisement project</li> <li>Design a 3 page advertisement campaign</li> </ul>	

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 2	1. Film Industry 2. Music Videos 3. Radio Industry	<p>How can the content we consume from different media industries and platforms influence our daily life choices?</p> <p><b>UAE Link:</b> Media industries are a lot more censored in the UAE, but is this a positive or does it diminish the creativity/art behind said industries?</p>	<ul style="list-style-type: none"> <li>Understand the effectiveness of Hollywood as an industry</li> <li>Compare and contrast the UK industry to Hollywood</li> <li>Summarise the main points and concerns surrounding ownership and the regulation of the film industry</li> <li>To apply contextual factors to evaluate the film industry overall and its effect on the public</li> <li>Summarise and articulate the major developments in the history of music videos</li> <li>To evaluate how technological advancements have impacted music videos</li> <li>To explore regulations surrounding music videos</li> <li>To analyse the BBC as a leading radio organisation and its developments over time</li> <li>To explore radio ownership and ethics surrounding them</li> <li>To compare the differences between radio now and when it first began</li> </ul>	<p>Through exploring the following Close Study Products dictated by the exam board, and answering set questions to develop understanding and analysis of them:</p> <ul style="list-style-type: none"> <li>Black Widow</li> <li>I, Daniel</li> <li>Arctic Monkeys</li> <li>Black Pink</li> <li>Radio 1</li> <li>Kiss Radio</li> </ul> <p><b>Assessment for Learning:</b> Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment</p> <p><b>Summative Assessment:</b> In class exam style questions and using past papers</p>	<p>The topics covered in these units build on term 1 content which were the foundation of understanding specific media industries and how they operate.</p> <p>Students will gain a more in-depth analysis into industries that dominate the media scene through the analysis of the Close Study Products, which will consequently equip learners with vital knowledge and terminology necessary for their exams.</p>	<p>This <b>builds on</b> existing knowledge of media industries and how they operate</p> <p>This <b>builds towards a</b> better understanding of key industries and how they impact society</p> <p>This <b>provides an opportunity for collaboration</b> between History and Psychology</p>	<ul style="list-style-type: none"> <li>Devising a marketing strategy for the launch of a music video</li> <li>Plan a website homepage for an artist or band</li> <li>Create social media posts for advertisement purposes</li> <li>Devise the launch for an online radio station</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Debate</li> <li>Evaluation</li> <li>Analysing</li> <li>Annotating</li> <li>Inquiry</li> <li>Research</li> <li>Planning</li> <li>Strategising</li> <li>Creativity</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 3	1. Online, social and participatory media 2. Magazines 3. Revision and Exam Preparation	<p>Does the media represent or re-present different groups in society?</p> <p><b>UAE Link:</b> What does representation look like for the MENA region and how does that reflect its cultural context?</p>	<ul style="list-style-type: none"> <li>Define what is the 'media mix (convergence)</li> <li>Understand how representation can be a reflection of culture</li> <li>Compare and contrast the differences between gender representation in Hollywood</li> <li>Examine how the audience effects the representation presented within the media</li> <li>To explore and assess the impact of social media on branding and identity</li> <li>To consolidate understanding of technical codes and features of online media</li> <li>To consolidate understanding of media language and representation, and media industries and audiences</li> </ul>	<p>Through exploring the following Close Study Products dictated by the exam board, and answering set questions to develop understanding and analysis of them:</p> <ul style="list-style-type: none"> <li>Marcus Rashford – online presence</li> <li>Kim Kardashian – Hollywood</li> <li>Lara Croft Go</li> <li>Tatler and Heat magazines</li> </ul> <p><b>Assessment for Learning:</b> Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment</p> <p><b>Summative Assessment:</b> In class exam style questions and using past papers</p>	<p>Students will gain a more in-depth analysis into how the media represents different groups in society and will debate the reality and ethics of these representations through the analysis of the Close Study Products. All knowledge gained which will consequently equip learners with vital knowledge and terminology necessary for their exams.</p>	<p>This <b>builds on</b> existing knowledge of media representation</p> <p>This <b>builds towards a</b> better understanding of how the media re-presents reality</p> <p>This <b>provides an opportunity for collaboration</b> between Moral Education and Social studies.</p>	<ul style="list-style-type: none"> <li>Discussion and debate surrounding media representation of different groups</li> <li>Create an original social media persona and the branding/marketing to accompany</li> <li>Design a magazine front page</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Debate</li> <li>Evaluation</li> <li>Analysing</li> <li>Annotating</li> <li>Inquiry</li> <li>Research</li> <li>Planning</li> <li>Strategising</li> <li>Creativity</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
ONGOING ACROSS TERM 1/2	Non-Exam Assessment	<p>How important is branding and marketing in today's society?</p> <p><b>UAE Link:</b> Consider media personalities in the UAE and how they influence the region.</p>	<ul style="list-style-type: none"> <li>Consolidate understanding of key conventions for different types of media platforms</li> <li>Introduce NEA briefs and expectations</li> <li>Plan NEA project</li> <li>Write the accompanying statement of intent</li> <li>Create original content for NEA</li> <li>Review and improve NEA project (including statement of intent)</li> </ul>	<p>Through revisiting analysis of the CSPs (close study products). This will allow for closer exploration of the type of conventions and factors that need to be included for a successful NEA.</p> <p>Careful planning, reviewing and improving will also be necessary at every stage of the NEA process.</p> <p><b>Assessment for Learning:</b> Practical creation of original media content and copy.</p> <p><b>Summative Assessment:</b> Use of exam board NEA mark scheme and moderation</p>	<p>The creation of an original media project will give learners first-hand experience of industry-based skills, software and equipment.</p> <p>Going through the process of creating branding and the necessary content for it, from inception to the end product, will refine technical and editing skills, as well as creative writing skills.</p>	<p>This <b>builds on</b> existing firsthand knowledge media representation and branding.</p> <p>This <b>builds towards</b> a further understanding of technical application.</p> <p>This <b>provides an opportunity for collaboration</b> between Media and English.</p>	<p>This entire unit is project-based learning where students work on their designing their own original Media product. This requires research into the designated persona and target audience, planning, designing and improving.</p> <p>It also further develops confidence and critical thinking as this is a solo project where students have to independently produce the final content.</p>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Evaluation</li> <li>Research</li> <li>Design Thinking</li> <li>Theoretical application</li> <li>Technical skills using editing software</li> <li>Technical skills using hardware</li> <li>Research</li> <li>Evaluative writing</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 1	<ol style="list-style-type: none"> <li>Television Industry</li> <li>Magazines</li> </ol>	<p>How does social, cultural, historical and political context influence the media?</p> <p><b>UAE Link:</b> Who are some of the biggest media personalities in the MENA region and why are they so successful?</p>	<ul style="list-style-type: none"> <li><i>Understand</i> how the consumption of television has been affected by technology and streaming platforms</li> <li><i>Explore</i> different television genres and contexts</li> <li><i>Compare and contrast</i> different television series to evaluate how they cater to their audiences</li> <li>To <i>explore</i> the relationships between magazines and their contexts</li> <li>Analyse and compare a range of written conventions and codes</li> <li>How is media language used to target and represent particular groups</li> <li>Evaluate the effect of front covers on different audiences</li> </ul>	<p>Through exploring the following Close Study Products dictated by the exam board, and answering set questions to develop understanding and analysis of them:</p> <ul style="list-style-type: none"> <li>His Dark Materials</li> <li>Dr Who</li> <li>Tatler magazine</li> <li>Heat magazine</li> </ul> <p><b>Assessment for Learning:</b> Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment</p> <p><b>Summative Assessment:</b> In class exam style questions and using past papers</p>	<p>Students will gain a more in-depth analysis into what different factors influence news that is reported mainstream.</p> <p>They will also explore and debate the significance of social, cultural and political influence on these industries.</p> <p>All knowledge gained which will consequently equip learners with vital knowledge and terminology necessary for their exams.</p>	<p>This <b>builds on</b> existing firsthand knowledge and experiences of the media, as well as key historical and technological advancements.</p> <p>This <b>builds towards</b> a further understanding of media industries and the conglomerates that run them.</p> <p>This <b>provides an opportunity for collaboration</b> between History and Sociology.</p>	<ul style="list-style-type: none"> <li>Discussion and debate surrounding media representation of different groups</li> <li>Creation of own news story</li> <li>Devising a plot line for a new episode for a show</li> <li>Further reading surrounding narrative theories and gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Analysing</li> <li>Debate</li> <li>Evaluation</li> <li>Inquiry</li> <li>Research</li> <li>Cross-reference</li> <li>Decoding</li> <li>Creativity</li> <li>Collaboration</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 2	<ol style="list-style-type: none"> <li>1. Online, social and participatory media</li> <li>2. Newspapers</li> <li>3. Radio</li> </ol>	<p>Does the media represent or re-present different groups in society?</p> <p>UAE Link: What does representation look like for the MENA region and how does that reflect its cultural context?</p>	<ul style="list-style-type: none"> <li>• Define what is the 'media mix (convergence)</li> <li>• Understand how representation can be a reflection of culture</li> <li>• Compare and contrast the differences between gender representation in Hollywood</li> <li>• Examine how the audience effects the representation presented within the media</li> <li>• To summarise the differences between print and electronic newspapers</li> <li>• To examine newspaper ownerships and regulations and how that influences content</li> <li>• To debate the importance of social, cultural and political significance on the newspaper industry</li> <li>• Explore the growth and influence of the radio industry</li> <li>• Comparing different radio stations and their impact</li> <li>• How has politics affected the development of the radio industry</li> </ul>	<p>Through exploring the following Close Study Products dictated by the exam board, and answering set questions to develop understanding and analysis of them:</p> <ul style="list-style-type: none"> <li>• Marcus Rashford – online presence</li> <li>• The Daily Mirror</li> <li>• The Times</li> <li>• Radio 1</li> <li>• Kiss FM</li> </ul> <p><b>Assessment for Learning:</b> Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment</p> <p><b>Summative Assessment:</b> In class exam style questions and using past papers</p>	<p>Students will gain a more in-depth analysis into how the media represents different groups in society and will debate the reality and ethics of these representations through the analysis of the Close Study Products. All knowledge gained which will consequently equip learners with vital knowledge and terminology necessary for their exams.</p>	<p>This <b>builds on</b> existing knowledge of media representation</p> <p>This <b>builds towards</b> a better understanding of how the media re-presents reality</p> <p>This <b>provides an opportunity for collaboration</b> between Moral Education and Social studies.</p>	<ul style="list-style-type: none"> <li>• Discussion and debate surrounding media representation of different groups</li> <li>• Create an original social media persona and the branding/marketing to accompany</li> <li>• Design a magazine front page</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Debate</li> <li>• Evaluation</li> <li>• Analysing</li> <li>• Annotating</li> <li>• Inquiry</li> <li>• Research</li> <li>• Planning</li> <li>• Strategising</li> <li>• Creativity</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 3	<ol style="list-style-type: none"> <li>1. Review of NEA project</li> <li>2. Revision and Exam Preparation</li> </ol>	<p>How does branding and different contexts influence the media?</p>	<ul style="list-style-type: none"> <li>• To review and improve NEA project</li> <li>• To review media industries and audiences</li> <li>• To consolidate understanding of media language and codes</li> <li>• To consolidate understanding of media representation and stereotypes</li> </ul>	<p>Through revision of all the Close Study Products dictated by the exam board, students will consolidate their understanding all of 4 media theoretical frameworks (language, representation, industries and audiences).</p> <p><b>Assessment for Learning:</b> Practical application to examples and CSPs, questioning, quizzes, debates, peer assessment, self-assessment</p> <p><b>Summative Assessment:</b> In class exam style questions and using past papers</p>	<p>Students will have ample opportunity to address any misconceptions with a final analysis/review of all the Close Study Products from the exam board.</p> <p>This unit will also heavily focus on exam prep, revision of key terminology and theories surrounding the 4 frameworks.</p>	<p>This <b>builds on</b> existing knowledge of media frameworks</p> <p>This <b>builds towards</b> a better understanding of how the media operates.</p> <p>This <b>provides an opportunity for collaboration</b> between Moral Education and Social studies.</p>	<ul style="list-style-type: none"> <li>• Discussion and debate surrounding media</li> <li>• Creating an original exam question</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Debate</li> <li>• Evaluation</li> <li>• Analysing</li> <li>• Annotating</li> <li>• Inquiry</li> </ul>



# Media: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Differentiate between different types of media forms and industries</b>	Limited recall of basic facts about different media platforms	Can recall basic facts with limited use of accurate terminology	Can recognise and explain a range of media platforms and industries, and can explain them using some accurate terminology	Can analyse a range of platforms and industries using accurate terminology	Can evaluate and compare a range of platforms and industries using ample accurate terminology
<b>Categorise different types of audiences within different media industries</b>	Limited recognition of different types of audiences	Can recognise the terms associated with media audiences such as niche, demographics and USP	Can explain different media audiences and associate them with different industries using key terms	Can apply theoretical references to analyse different media audiences	Can evaluate the power of media influence on different audiences using theoretical references and ample key terminology
<b>Explore representation of different groups within the media</b>	Limited understanding of different groups within media	Can categorise different groups within media and common stereotypes of the groups	Can explain the difference between representation and re-presenting using specific examples	Can apply knowledge of representation to Close Study Products using some key terminology	Can explore representation within the Close Study Products using ample key terminology
<b>Evaluate the advantages and disadvantages of the media and how it is regulated</b>	Limited understanding of the importance of ethical considerations surrounding the media	Can recognise the importance of ethical considerations surrounding the use of media and representation	Can explain how different industries are regulated with reference to ownership, conglomeration and certifications	Can justify opinions on how different media industries operate and are regulated, with reference to Close Study Products	Can evaluate the importance of media regulation on media representation
<b>Develop and design own media personality with all relevant branding</b>	Limited ability to apply understanding of the media frameworks to creation of original media personality	Can apply some of the frameworks to creation of original media personality	Can create a suitable media personality with some consideration of media frameworks	Can create a media personality with clear consideration of media frameworks	Can perceptively create a convincing media personality with clear consideration of all 4 media frameworks and can evaluate the effectiveness of creation

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Plan an original media project and write the statement of intent for it</b>	Displays limited understanding of media frameworks in plan	Displays some understanding of media frameworks in plan	Applies understanding of media frameworks in plan	Displays secure understanding of media frameworks in a clear plan	Conscientiously plans an effective original media project with clear demonstration of understanding media frameworks
<b>Create and review original media project including original copy</b>	Limited application of technical media skills in original project	Some good application of media skills in original project	Clear application of media skills in original project	Clear application of a range of media skills in original project	Perceptive exploration of media skills in original project
<b>Explore conventions of print media in comparison to digital industries</b>	Limited understanding of different conventions of magazines, newspapers, radio and television	Can categorise different conventions of print media in comparison to digital media	Can explain how ownership and regulation influences print and digital industries	Can apply knowledge of magazines, newspapers, radio and television to Close Study Products using some key terminology	Can evaluate knowledge of magazines, newspapers, radio and television to Close Study Products using some key terminology
<b>Evaluate the impact of contextual factors on print and digital industries</b>	Limited understanding of social, historical, cultural and political context on both print and digital industries	Can recognise the importance of social, historical, cultural and political context on both print and digital industries	Can explain how different social, historical, cultural and political context influences both print and digital industries	Can justify how social, historical, cultural and political context influences both print and digital industries with reference to Close Study Products and other real life examples	Can evaluate the importance of social, historical, cultural and political context on the print and digital industries, with reference to Close Study Products, other real life examples, media theories and accurate key terminology
<b>Consolidate understanding of media industries and the four frameworks</b>	Limited ability to apply understanding of the media frameworks to exam style questions	Can apply some understanding of the media frameworks to exam style questions with some key terminology	Can apply understanding of the media frameworks to exam style questions with key terminology	Can analyse the media frameworks in exam style questions with ample key terminology	Can perceptively evaluate the media frameworks in exam style questions with ample key terminology and inclusion of relevant theoretical knowledge

# Modern Foreign Languages: Curriculum Ambition



**Horizon International School's pupils are inquisitive and work with enthusiasm entering KS3 with a good foundation in both French and Spanish. Our curriculum aims to consolidate and build on prior knowledge and ensure that they:**

- Are confident in expressing themselves in a foreign language
- Are given an insight into the everyday life and culture of France and Spain, encouraging intercultural understanding
- Develop their language learning skills through IT
- Are encouraged to become independent enquirers, creative thinkers as well as reflective learners
- Embrace collaboration and teamwork skills to facilitate effective communication and idea sharing, and become effective participators
- Are encouraged to access literary texts both inside and outside the classroom to enhance learning
- Effectively use media in the target language through film, television and appropriate websites
- Are able to showcase their work through oral and written presentation
- Can grasp grammatical concepts and use grammar independently across different contexts
- Use their lexical knowledge of other languages and literacy skills in order to access the target language
- Embrace a mindset of continuous, regular learning patterns in order to achieve and progress effectively

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including: Self, family and friends, local and regional area, identity and culture, free-time activities, technology, customs and festivals, local and global areas of interest, current and future study and employment
- Incorporates relatable topics which encourage the implementation of all four skills, listening, reading, writing and speaking
- Reflects the world pupils live in, using contexts familiar to them in their everyday lives to stimulate interest
- Allows them to become independent language learners through interactive activities in both vocabulary and grammar, thus enabling them to transfer their knowledge through a progressive and stimulating curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with self-reflection feedback after each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# MFL: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	How to talk and self and others  How to discuss sport and media	<b>How do I talk about relationships and self using different tenses?</b>  <b>UAE Link:</b> <a href="https://web.khda.gov.ae/en/About-Us/News/2013/Emirati-women-need-strong-role-models">https://web.khda.gov.ae/en/About-Us/News/2013/Emirati-women-need-strong-role-models</a>  <a href="https://www.education-uae.com/mystery-imagination-and-female-role-models/">https://www.education-uae.com/mystery-imagination-and-female-role-models/</a>	<ul style="list-style-type: none"> <li>Revising self, family and descriptions</li> <li>Revising places in a town</li> <li>Talking about what makes a good friends using irregular verbs in the present tense</li> <li>Talking about family relationships using reflexive verbs in the present tense</li> <li>Making arrangements to go out using the near future</li> <li>Describing a night out with friends using the perfect tense</li> <li>Talking about life when you were younger using the imperfect tense</li> </ul>	Through exploring.....  <b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet <b>Summative Assessment:</b> <b>Module 1 assessment in listening, reading, writing &amp; speaking</b>	To understand.....  How to talk about self and others and express interests in a variety of tenses  How to make arrangements for social occasions	This <b>builds on free time activities and present tense</b>  This <b>builds towards discussing free time in more depth using a variety of grammar and tenses</b>  This <b>provides an opportunity for collaboration</b> between Sport and ICT	<ul style="list-style-type: none"> <li>Exploring forums on what makes a good friend</li> <li>Discover nightlife on other Francophone countries</li> <li>Research French-speaking role models</li> <li>Research your family tree</li> <li>Research popular magazines, comics, social media sites in francophone countries</li> <li>Look at traditional French literature and research some well-known authors</li> <li>Find out about reading habits in the past compared to nowadays</li> <li>Present a profile of your favourite author/sportsperson</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
<b>Term 2:</b>	TV and cinema preferences and daily life and special occasions, including festivals	<b>How do I discuss TV and cinema?</b>  <b>How do I talk about family life and traditions and learn about traditions in France?</b>  <b>UAE Link:</b> <a href="https://u.ae/en/media/media-in-the-uae/types-of-media">https://u.ae/en/media/media-in-the-uae/types-of-media</a>	<ul style="list-style-type: none"> <li>Talking about TV programmes using direct object pronouns</li> <li>Talking about actors and films using superlative adjectives</li> <li>Talking about food and meals</li> <li>Discussing and shopping for clothes</li> <li>Describing your daily life using <i>pouvoir</i> and <i>devoir</i></li> <li>Talking about food for special occasions using the pronoun <i>en</i></li> <li>Using polite language</li> <li>Describing family celebrations using <i>venir de + infinitive</i></li> <li>Describing festivals and traditions using a combination of tenses</li> </ul>	Through exploring.....  <b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet <b>Summative Assessment:</b> <b>Modules 2 &amp; 3 assessments in listening, reading, writing &amp; speaking</b>	To gain insight into different cultures and festivals.  To be able to share ideas about TV and cinema.  To compare thoughts on food, particularly for special occasions  To be able to shop for clothes	This <b>builds on media vocabulary as well as food</b>  This <b>builds towards using the polite form of the verb and using a combination of tenses</b>  This <b>provides an opportunity for collaboration</b> with ICT	<ul style="list-style-type: none"> <li>Watch a film or TV programme in French, note some useful vocabulary</li> <li>Present a profile of your favourite actor</li> <li>Research francophone festivals and celebrations</li> <li>Read French fashion magazines/ blogs</li> <li>Discover Paris Fashion Week</li> <li>Find traditional recipes for French special occasion cuisine and recreate them</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
<b>Term 3:</b>	How to talk about where you live  How to narrate a holiday	<b>How can I compare where I live with Francophone countries?</b>  <b>How can I book and review a hotel?</b>  <b>UAE Link:</b> <a href="https://www.dubaitravelguide.info/visit-dubai/">https://www.dubaitravelguide.info/visit-dubai/</a>  <a href="https://www.dubaicares.ae/initiatives/">https://www.dubaicares.ae/initiatives/</a>	<ul style="list-style-type: none"> <li>Talking about where you live, weather and transport</li> <li>Describing a region using the pronoun <i>y</i></li> <li>Talking about your town, village or district using negatives</li> <li>Discussing what to see and do and asking questions</li> <li>Discussing plans and the weather using the near future tense</li> <li>Describing community projects using the present, perfect and future tenses</li> </ul>	Through exploring.....  <b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet <b>Summative Assessment:</b> <b>Modules 4 assessment in listening, reading, writing &amp; speaking</b>	To be familiar with vocabulary related to local, international and global areas of interest.  To be able to book a hotel in a Francophone country	This <b>builds on narrating an event as well as descriptions and comparatives</b>  This <b>builds towards using more tenses to express the future</b>  This <b>provides an opportunity for collaboration</b> between Geography and English	<ul style="list-style-type: none"> <li>Research a French-speaking town/city</li> <li>Research community projects in a French town or where you live</li> <li>Present your ideal holiday destination</li> <li>Design your ideal town/city</li> <li>Research the weather in a francophone country and discuss how it affects lifestyle/economy/tourism</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<p>How to talk about self, family and friends</p> <p>How to make arrangements to go out</p> <p>How to talk about friends, family and yourself using past tenses</p> <p>How to talk about my holidays</p>	<p><b>How can I talk about myself, others and free-time?</b></p> <p><b>How can I narrate details of a holiday?</b></p> <p><b>UAE Link:</b></p> <p><a href="https://www.moec.gov.ae/en/-/entertainment?delta=4">https://www.moec.gov.ae/en/-/entertainment?delta=4</a></p> <p><a href="https://www.khaleejtimes.com/entertainment">https://www.khaleejtimes.com/entertainment</a></p>	<ul style="list-style-type: none"> <li>Talking about socialising and family using verbs in the present tense and possessive adjectives</li> <li>Describing people using adjectival agreement and using comparatives</li> <li>Talking about social networks using <i>para + infinitive</i> and extending responses by referring to others</li> <li>Making arrangements using the present continuous tense</li> <li>Talking about reading preferences using a range of connectives</li> <li>Recognising ideas expressed differently</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Internet research Photocard practice General conversation booklet</p> <p><b>Summative Assessment:</b> <b>Module 3 assessment in listening, reading, writing &amp; speaking</b></p>	<p>To understand how to describe self and others in more detail using both physical and character description adjectives</p> <p>To be able to make social engagements</p> <p>To recognize the difference between two verbs with the same meaning</p> <p>To be able to discuss relationships using two timeframes</p> <p>To be able to talk about holidays and weather in three different tenses</p>	<p>This <b>builds on adjectival agreement and wider vocabulary knowledge</b></p> <p>This <b>builds towards extending responses by referring to others</b></p> <p>This <b>provides an opportunity for collaboration</b> with English, Geography and ICT</p>	<ul style="list-style-type: none"> <li>Exploring forums on what makes a good friend</li> <li>Discover nightlife in other Spanish speaking countries</li> <li>Research Spanish authors</li> <li>Read a Spanish newspaper, magazine, comic or blog</li> <li>Do a presentation about a friend using the learning objectives</li> </ul>	<p>Resilience</p> <p>Creativity</p> <p>Collaboration</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Reflection</p> <p>Communication</p> <p>Teamwork</p> <p>Patience</p> <p>Motivation</p> <p>Confidence</p>
<b>Term 2:</b>	<p>How to talk about holidays in different tenses</p>	<p><b>How can I narrate the details of a holiday?</b></p> <p><b>How can I talk about my school compared to schools in Spain?</b></p> <p><b>UAE Link:</b></p> <p><a href="https://www.dubaitravelguide.info/visit-dubai/">https://www.dubaitravelguide.info/visit-dubai/</a></p>	<ul style="list-style-type: none"> <li>Using a dictionary effectively to find new words</li> <li>Using questions to form answers</li> <li>Booking accommodation and dealing with problems Using verbs with the polite 'you' form <i>usted</i></li> <li>Identifying positive and negative opinions</li> <li>Using three tenses together – present, preterite and imperfect</li> <li>Giving opinions about school subjects and describing school facilities</li> <li>Describing school uniform and the school day</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Reading comprehension Internet research Photocard practice General conversation booklet</p> <p><b>Summative Assessment:</b> <b>Module 1 &amp; 2 assessments in listening, reading, writing &amp; speaking</b></p>	<p>To be able to narrate events on holiday using a wider range of opinions and tenses</p>	<p>This <b>builds on giving opinions, understanding question words and listening to identify the person of the verb</b></p> <p>This <b>builds towards using different verbs of opinion and referring to others' opinions, as well as recognizing tenses and re-ordering texts</b></p> <p>This <b>provides an opportunity for collaboration</b> between English, Geography and ICT</p>	<ul style="list-style-type: none"> <li>Research popular holiday destinations in Francophone countries</li> <li>Look at the weather in related countries and how it might affect tourism / the economy</li> <li>Create a tourist information guide</li> <li>Research the Spanish education system or other Hispanic countries to compare</li> <li>Find out about school rules in Spanish schools</li> <li>Look at uniform worn in Hispanophone countries</li> <li>Research twinned exchange towns and cities in Spain</li> </ul>	<p>Resilience</p> <p>Creativity</p> <p>Collaboration</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Reflection</p> <p>Communication</p> <p>Teamwork</p> <p>Patience</p> <p>Motivation</p> <p>Confidence</p>
<b>Term 3:</b>	<p>How to talk about further education and jobs</p> <p>How to talk about free-time activities</p>	<p><b>How can I talk about my future studies and employment?</b></p> <p><b>How can I discuss my hobbies and pastimes?</b></p> <p><b>UAE Link:</b></p> <p><a href="http://www.uaecd.org/higher-education#:~:text=UAE%20University%20awards%200%20undergraduate,language%20of%20instruction%20is%20English.">http://www.uaecd.org/higher-education#:~:text=UAE%20University%20awards%200%20undergraduate,language%20of%20instruction%20is%20English.</a></p>	<ul style="list-style-type: none"> <li>Talking about different jobs and job preferences</li> <li>Talking about how you earn money using <i>soled</i> in the imperfect tense</li> <li>Talking about work experience using the preterite and imperfect tenses</li> <li>Using the present and present continuous to discuss the importance of language learning</li> <li>Applying for a job using indirect object pronouns</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Reading comprehension Internet research Photocard practice General conversation booklet</p> <p><b>Summative Assessment:</b> <b>Module 7 assessment in listening, reading, writing and speaking</b></p>	<p>To be familiar with the Spanish education system</p> <p>To express opinions future plans and employment as well as language learning</p> <p>To be able to use and recognize five tenses effectively</p>	<p>This <b>builds on identifying correct statements about a text as well as leisure vocabulary</b></p> <p>This <b>builds towards listening for different tenses and using stem-changing verbs</b></p> <p>This <b>provides an opportunity for collaboration</b> with English and Sport</p>	<ul style="list-style-type: none"> <li>Research an area of employment that interests you and present on what you would need to do study for that job and the job description</li> <li>Discover where you might spend a gap-year and what opportunities there are for work</li> <li>Apply for a job and prepare for an interview, how would you promote yourself?</li> </ul>	<p>Resilience</p> <p>Creativity</p> <p>Collaboration</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Reflection</p> <p>Communication</p> <p>Teamwork</p> <p>Patience</p> <p>Motivation</p> <p>Confidence</p>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	How to talk about the environment  How to express holiday preferences and narrate a holiday	<b>How can I be more aware of environmental and social issues in the world?</b>  <b>How can I learn about different places in France?</b>  <b>UAE Link:</b>  <a href="https://u.ae/en/information-and-services/environment-and-energy/environmental-challenges-in-the-uae">https://u.ae/en/information-and-services/environment-and-energy/environmental-challenges-in-the-uae</a>	<ul style="list-style-type: none"> <li>Discussing environmental problems and their solutions</li> <li>Discussing global issues, inequality and poverty in the world</li> <li>Using <i>si + present tense</i></li> <li>Recognising and using the pluperfect tense</li> <li>Verbs of possibility</li> <li>The subjunctive tense</li> <li>Talking about holiday preferences</li> <li>Describing holidays in detail using the imperfect and perfect tenses</li> <li>Talking about visiting different towns and cities in France</li> </ul>	Through exploring..... <b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Oral and written presentations Reading comprehension Internet research Translation <b>Summative Assessment:</b> <b>Unit 7 &amp; 8 assessment in listening, reading, writing and speaking</b>	To understand how to effectively discuss social and environmental issues in the world  To be able to discuss holiday preferences and learn something about French towns and cities	This <b>builds on</b> agreeing and disagreeing in a discussion and reading for gist  This <b>builds towards</b> coping with longer texts and listening to social and cultural context as well as adding complexity to written and spoken language  This <b>provides an opportunity for collaboration</b> between Geography and English	<ul style="list-style-type: none"> <li>Research what other problems exist in different Francophone countries, how do they differ country to country</li> <li>Do a presentation based on how you can help the environment where you live</li> <li>Find an article on poverty/inequality in French and note some new vocabulary and phrases</li> <li>Research a Francophone town/city and do a tourist guide/ presentation</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
<b>Term 2:</b>	What are the differences between schools in different countries  Choosing between university or work	<b>What makes schools different in other countries?</b>  <b>Is it better to continue with higher education or to start work?</b>  <b>UAE Link:</b>  <a href="https://u.ae/en/information-and-services/education">https://u.ae/en/information-and-services/education</a>	<ul style="list-style-type: none"> <li>Talking about school life in different countries</li> <li>Describing your ideal school</li> <li>Revision of verbs in the perfect and conditional tenses as well as <i>pouvoir, devoir and vouloir</i></li> <li>Discussing university and apprenticeships</li> <li>Talking about the advantages and disadvantages of jobs</li> </ul>	Through exploring.....  <b>Assessment for Learning:</b>  Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Internet research Translation Past exam paper practice  <b>Summative Assessment:</b>  <b>Ongoing vocabulary and grammar tests</b>	To gain insight into how schools are different both physically and in terms of the education system  To decide between further education or training or starting work	This <b>builds on</b> using irregular verbs in the perfect tense and using the imperfect tense  This <b>builds towards</b> using more than one tense in the same sentence and recognizing the passive voice  This <b>provides an opportunity for collaboration</b> with English	<ul style="list-style-type: none"> <li>Research the education system in a Francophone country</li> <li>Devise your ideal school and present</li> <li>Research a job you would like to do; what qualifications do you need? What does the role entail?</li> <li>What kinds of apprenticeships are available?</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
<b>Term 3:</b>	Revision of all topics covered	<b>What do I need to focus on?</b>	<ul style="list-style-type: none"> <li>Assessments in units 9-12 inclusive</li> <li>Revision of grammar and vocabulary</li> <li>Speaking practice, role plays, photocards, general questions</li> <li>Exam paper practice</li> </ul>	Through exploring..... <b>Assessment for Learning:</b> Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Interactive quizzes online Oral and written presentations Reading comprehension Internet research Past exam paper practice <b>Summative Assessment:</b> <b>Units 9-12 listening, reading, writing &amp; speaking</b> <b>Public examinations</b>	To be familiar with grammar and vocabulary covered	This <b>builds on</b> topic vocabulary and grammar  This <b>builds towards</b> being able to understand listening and reading comprehensions better and writing and speaking in detail.  This <b>provides an opportunity for collaboration</b> with English	<ul style="list-style-type: none"> <li>Design</li> <li>Develop</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence



# MFL: KS4 Success Criteria

Language Skill	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Listening</b>	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. Transcribe sentences.	Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures, spoken clearly.	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly.	Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures and less familiar vocabulary, spoken clearly.	Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary.
<b>Reading</b>	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.	Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures. Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.	Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.
<b>Writing</b>	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.	Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Translate a short passage containing linked longer sentences with more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.	Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate a short passage containing more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Translate a passage containing a range of complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.
<b>Speaking</b>	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures. Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.	Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.	Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.	Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures, using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.

Language Skill	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Listening</b>	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly.	Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures and less familiar vocabulary, spoken clearly.	Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary.	Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures and some uncommon vocabulary.	Draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary spoken clearly.
<b>Reading</b>	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.	Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.	Draw inferences from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. Translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors.	Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple tenses, complex grammatical tenses and structures and unfamiliar material. Translate long passages, containing a wide range of complex grammatical structures and uncommon vocabulary, accurately into English with isolated errors.
<b>Writing</b>	Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Translate a short passage containing linked longer sentences with more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.	Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate a short passage containing more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Translate a passage containing a range of complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures, with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors.	Write coherent, fluent, extended texts, manipulating language and using a wide variety of tenses (including less common tenses such as the conditional and pluperfect) and complex grammatical structure with secure control. Translate a passage containing a wide range of less common vocabulary and complex structures into the target language, fully communicating the meaning. Linguistic structures are accurate throughout and inaccuracies are isolated.
<b>Speaking</b>	Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.	Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures, using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.	Consistently initiate, develop, sustain and expand long conversations and discussions independently. Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions. Consistently use appropriate register. Use a very wide range of uncommon vocabulary and complex grammatical structures, using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with minimal hesitation. Use pronunciation and intonation which would be understood by a native speaker.

# Physical Education: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Physical Education. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary learning and life skills and to be able to apply them to different concepts to cope within 21<sup>st</sup> century challenges
- Are developed holistically, enhancing thinking, personal, social and physical skills
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing with respect and sportsmanship
- Develop a lifelong love of sport and exercise, understanding how the body works and how to maintain a healthy, active lifestyle
- Are provided with real-world experiences related to the world of sport, health, and exercise
- Build their confidence, motivation and enthusiasm whilst learning to lead
- Develop their physical ability, technique and fitness levels
- Develop knowledge and understanding of a range of sports, activities and other areas of Physical Education included on the GCSE syllabus
- Improve their decision-making skills and ability to apply these in both practice and competition
- Understand how to give effective feedback through analysis and reflective practice, along with the importance of this
- Are developing transferrable skills that can be utilised across a range of subjects and in future life
- Embrace a mindset of resilience and adaptability to cope with a variety of activities and situations

**These aims are realised through our curriculum which:**

- Includes a wide range of sports and activities including Invasion Games, Athletics, Striking and Fielding, Swimming and Sports Education to name a few
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery through exploration, research and application
- Makes links to the UAE, embracing and embedding initiatives and real-world sport and exercise opportunities
- Has a running concept that is not associated with the physical side of the subject but a softer life skill, for example, 'Character Development'
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# Physical Education: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	Health-Related Fitness and Invasion Games	<p>This unit will explore invasion games, health related fitness and making informed choices.</p> <p><b>How can I make informed choices to help develop my ability to participate in invasion games and improve my fitness</b></p> <p><b>UAE Link:</b> National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.</p>	<ul style="list-style-type: none"> <li>Consolidate attacking and defending strategies</li> <li>Understand the rules of various invasion games and apply them in a game setting</li> <li>Can officiate peers in a game environment</li> <li>Can analyse and reflect on performance</li> <li>Can make informed choices to support a game situation</li> <li>Develop teamwork, organisation and communication</li> <li>Develop sportsmanship</li> </ul>	<p>Through exploring a range of conditioned games and matches. Some activities lead by the learner, a peer or a teacher.</p> <p><b>Assessment for Learning:</b> questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE.</p> <p><b>Summative Assessment:</b> Participation in match play, questioning, assessment of student led warmups /drills/ set plays.</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand the importance of making informed choices. To consolidate knowledge of the rules of the multiple invasion games. To know the positive impact of teamwork and working together to reach a goal. To help promote independence and informed choices.</p>	<p>This <b>builds on</b> existing knowledge of Invasion Games gained throughout KS3.</p> <p>This <b>builds towards</b> a better understanding of the rules of multiple invasion games and the understanding of sportsmanship/gamesmanship.</p> <p>This <b>provides an opportunity for collaboration</b> between Moral Education, PSHE and Social studies.</p>	<ul style="list-style-type: none"> <li>Design a set play for sport</li> <li>Create tactics to support success within a game</li> <li>Create an activity (warm up, drill, conditioned game) for peers to complete</li> <li>Participate in sports out of school/ECAs</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Communication</li> <li>Teamwork</li> <li>Leadership</li> <li>Confidence</li> <li>Sportsmanship</li> <li>Patience</li> <li>Motivation</li> </ul>
<b>Term 2:</b>	Athletics and Sports Education	<p>In term 2 students will make informed choices and explore Sport Education through athletics and a series of team games.</p> <p><b>How does our understanding and application of Sport Education principles through athletics and team games influence our choices, behaviors, and values as participants and leaders in sport and society?</b></p> <p><b>UAE Link:</b> Firstly, making informed choices in Sport Education requires an understanding and application of knowledge, a value that aligns with UAE's vision for a knowledgeable society</p>	<ul style="list-style-type: none"> <li>To deepen understanding of Sport Education principles and demonstrate their ability to apply them in a variety of athletic and team game contexts.</li> <li>To develop the ability to make informed choices regarding strategy, team coordination, and personal conduct in team games and athletics.</li> <li>To enhance their skills in various athletic disciplines and team games, focusing on both technical competence and strategic understanding</li> </ul>	<p>Through exploring opportunities to take the lead and organise sports competition and drills.</p> <p><b>Assessment for Learning:</b> Questioning, assessment of student led warmups, drills, measuring, recording, timing &amp; peer coaching, organisation, leading.</p> <p><b>Summative Assessment:</b> students will organise and participate in a mini-tournament featuring several of the athletic events and team games they've been practicing throughout the term</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To learn about making informed choices through Sport Education, team games, and athletics as it provides a comprehensive understanding of the interconnected nature of sport, personal development, and society</p>	<p>This <b>builds on</b> Existing knowledge of Athletics and exploring leadership.</p> <p>This <b>builds towards</b> a better understanding of the roles involved in sport, the rules of multiple games and the understanding of sportsmanship, gamesmanship and creative engaging drills and competitions for their peers.</p> <p>This <b>provides an opportunity for collaboration</b> between School Leadership, Moral Education, PSHE, Social Studies and the skills compliment all subject areas.</p>	<ul style="list-style-type: none"> <li>Students are tasked with planning and organising a mini sports event at school.</li> <li>Students are assigned readings on topics related to sports psychology, such as the impact of mindset on athletic performance, the role of motivation and resilience in sports, or the importance of teamwork and leadership in team sports</li> </ul>	<ul style="list-style-type: none"> <li>Decision-Making Skills</li> <li>Teamwork and Collaboration</li> <li>Leadership Skills</li> <li>Strategic Thinking</li> <li>Communication Skills</li> <li>Organisational Skills</li> <li>Ethical Conduct and Sportsmanship</li> </ul>
<b>Term 3A:</b>	Striking and Fielding	<p>In this unit we will explore a range of striking and fielding games such as baseball, softball, cricket and rounders</p> <p><b>How can I ensure that I develop my knowledge of rounders and develop my decision making skills?</b></p> <p><b>UAE Link:</b> National agenda of reducing obesity levels</p>	<ul style="list-style-type: none"> <li>To apply the correct throwing technique depending on the situation</li> <li>To show the correct decision making when selecting the correct catch</li> <li>To show the correct batting technique in games</li> <li>Correct speed and accuracy for bowling</li> <li>To show an ability to umpire games</li> <li>To show an ability to develop fielding formations</li> <li>To apply the correct rules of rounders, baseball, cricket, Danish longball and softball in a competitive situation</li> <li>To use the platform of sports to make informed decisions</li> </ul>	<p>Through exploring a range of different skills that are needed to be a competent performer in rounders. Exploring why leadership is an important life skill that can be harnessed through sports and PE.</p> <p><b>Assessment for Learning:</b> Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks.</p> <p><b>Summative Assessment:</b> Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays.</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To be familiar with the rules and regulations of a number of striking and fielding activities and develop the skills needed to be a competent performer. To gain an understanding of the importance of making informed decision in life. The gain a deeper understanding of the rules of a number of striking and fielding activities to be able to umpire a game.</p>	<p>This <b>builds on</b> from the knowledge of striking and fielding activities in year 9.</p> <p>This <b>builds towards</b> GCSE sporting options and competing in the competitive DASSA league</p> <p>This <b>provides an opportunity for collaboration</b> between PE and science</p>	<ul style="list-style-type: none"> <li>Design a fitness circuit that would benefit a professional rounders player</li> <li>Analyse peer's performance and provide feedback on how they could improve</li> <li>Create an effective warm up for rounders players</li> <li>Take part in rounders ECAs</li> <li>Create a small ECA for younger students playing rounders</li> <li>Use towards GCSE filming</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>  Health-Related Fitness and Invasion Games	This unit will explore invasion games, health related fitness and being physically active for the entirety of their life	<b>How can I make informed choices to help develop my ability to participate in invasion games, improve my fitness and be lifelong physically active people.</b>  <u>UAE Link:</u> <b>National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.</b>	<ul style="list-style-type: none"> <li>Consolidate attacking and defending strategies</li> <li>Understand the rules of various invasion games and apply them in a game setting</li> <li>Can officiate peers in a game environment</li> <li>Can analyse and reflect on performance</li> <li>Can make informed choices to support a game situation</li> <li>Develop teamwork, organisation and communication</li> <li>Develop sportsmanship</li> </ul>	Through exploring a range of conditioned games and matches. Some activities lead by the learner, a peer or a teacher.  <b>Assessment for Learning:</b> questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE. <b>Summative Assessment:</b> Participation in match play, questioning, assessment of student led warmups /drills/ set plays. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand the importance of being physically active. To consolidate knowledge of the rules of the multiple invasion games.  To know the positive impact of teamwork and working together to reach a goal.  To help promote independence and informed choices.	This <b>builds on</b> existing knowledge of Invasion Games gained throughout KS3.  This <b>builds towards</b> a better understanding of the rules of multiple invasion games and the understanding of sportsmanship/gamesmanship.  This <b>provides an opportunity for collaboration</b> between Moral Education, PSHE and Social studies.	<ul style="list-style-type: none"> <li>Design a set play for sport</li> <li>Create tactics to support success within a game</li> <li>Create an activity (warm up, drill, conditioned game) for peers to complete</li> <li>Participate in sports out of school/ECAs</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Communication</li> <li>Teamwork</li> <li>Leadership Confidence</li> <li>Sportsmanship Patience Motivation</li> </ul>
<b>Term 2:</b>  Athletics and Sports Education	In term 2 students will take part in a variety of sports and be encouraged to be 'active for life' and explore Sport Education through athletics and a series of team games.	<b>How can our engagement in Sport Education, Team Games, and Athletics inspire us to adopt an active lifestyle and maintain it throughout our lives?</b>  <u>UAE Link:</u> <b>The UAE's National Agenda emphasizes the importance of a healthy and active lifestyle in enhancing citizens' quality of life</b>	<ul style="list-style-type: none"> <li>To gain an understanding of the importance of maintaining a consistent level of physical activity throughout their lives for health and well-being.</li> <li>To recognise the physical, mental, and social benefits of engaging in regular physical activity, including improvements in cardiovascular health, strength and flexibility, stress management, and social interaction.</li> <li>To apply the principles of Sport Education in various team games and athletic activities, developing skills in leadership, teamwork, and fair play</li> </ul>	Through exploring opportunities to take the lead and organise sports competition and drills.  <b>Assessment for Learning:</b> Questioning, assessment of student led warmups, drills, measuring, recording, timing & peer coaching, organisation, leading. <b>Summative Assessment:</b> students will work in groups to develop a campaign promoting the concept of 'being active for life.' <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To learn about being active for life through Sport Education, team games, and athletics as it provides a comprehensive understanding of the interconnected nature of sport, personal development, and society. Sport Education equips students with valuable life skills such as teamwork, leadership, decision-making, and strategic thinking. By being placed in various roles within team games and athletics, students gain practical experience that translates into real-world situations, learning how to make informed decisions based on their understanding of the situation, the rules, and the objectives.	This <b>builds on</b> Existing knowledge of Athletics and making informed choices in year 10.  This <b>builds towards</b> a deeper understanding of the roles involved in sport, the rules of multiple games and the understanding of sportsmanship, gamesmanship and creative engaging drills and competitions for their peers.  This <b>provides an opportunity for collaboration</b> between School Leadership, Moral Education, PSHE, Social Studies and the skills compliment all subject areas.	<ul style="list-style-type: none"> <li>Organise a Mini Sports Event</li> <li>Students will work in small groups to design and launch a school-wide 'Active for Life' campaign, advocating for the benefits of physical activity and sport</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Active Engagement</li> <li>Collaboration and Teamwork</li> <li>Effective Communication</li> <li>Problem-Solving</li> <li>Adaptability and Flexibility</li> <li>Leadership and Responsibility</li> <li>Creativity and Innovation</li> <li>Initiative and Self-direction</li> <li>Health and Wellness Awareness.</li> </ul>
<b>Term 3A:</b>  Striking and Fielding	In this unit we will explore a range of striking and fielding games such as baseball, softball, cricket and rounders	<b>How can I ensure that I develop my knowledge of rounders and develop my understanding of the benefits of exercise and being active for life.</b>  <u>UAE Link:</u> <b>National agenda of reducing obesity levels</b>	<ul style="list-style-type: none"> <li>To apply the correct throwing technique depending on the situation</li> <li>To show the correct decision making when selecting the correct catch</li> <li>To show the correct batting technique in games</li> <li>Correct speed and accuracy for bowling</li> <li>To show an ability to umpire games</li> <li>To show an ability to develop fielding formations</li> <li>To apply the correct rules of rounders, baseball, cricket, Danish longball and softball in a competitive situation</li> <li>To use the platform of sports to be active for life.</li> </ul>	Through exploring a range of different skills that are needed to be a competent performer in rounders. Exploring why leadership is an important life skill that can be harnessed through sports and PE.  <b>Assessment for Learning:</b> Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. <b>Summative Assessment:</b> Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with the rules and regulations of a number of striking and fielding activities and develop the skills needed to be a competent performer. To gain an understanding of the importance of being active for life including health benefits. The gain a deeper understanding of the rules of a number of striking and fielding activities to be able to umpire a game.	This <b>builds on from the knowledge of striking and fielding activities in year 10.</b>  This use <b>towards GCSE sporting options and competing in the competitive DASSA league</b>  This <b>provides an opportunity for collaboration</b> between PE and science	<ul style="list-style-type: none"> <li>Design a fitness circuit that would benefit a professional rounders player</li> <li>Analyse peers performance and provide feedback on how they could improve</li> <li>Create an effective warm up for rounders players</li> <li>Take part in rounders ECAs</li> <li>Create a small ECA for younger students playing rounders</li> <li>Use towards GCSE filming</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> </ul>



# Physical Education: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Physical Me</b> <b>Physical skills; ball control and precision in passing, shooting, catching and in a range of sporting activities. Strength and endurance in terms of fitness related activities, agility, coordination, balance and stability. Spatial awareness and application of skills in pressurised and competition situations.</b>	I am able to perform using a few of these skills in a limited way.	I am able to perform using some of these skills in a sound manner.	I am able to perform using most of these skills in an effective manner.	I am able to perform using the majority of these skills in a proficient manner in a variety of sports.	I am able to perform using all these skills in a confident and exemplary manner in a range of sports.
<b>Social Me</b> <b>Social skills; teamwork and communication skills including speaking and listening with different people. Ability to work in pairs, small groups, larger groups and teams. Collaboration and leadership, understanding different roles and how to fulfil these. Feedback and technique refinement.</b>	I am able to work with others using a few of these skills in a limited way.	I am able to work with others using some of these skills in a sound manner.	I am able to work with others using most of these skills in an effective manner.	I am able to work with others using the majority of these skills and demonstrating some leadership in a proficient manner in a variety of sports.	I am able to work with others using all these skills and demonstrating effective leadership in an exemplary manner in a range of sports.
<b>Thinking Me</b> <b>Thinking skills; problem solving and decision-making skills, critical and creative thinking based on different situations. Reflection and self assessment. Developing knowledge of rules of different sports and tactical and strategic awareness and application. Performance analysis.</b>	I am able to apply a few of these skills in a limited way.	I am able to apply some of these skills in a sound manner.	I am able to apply these most of these skills in an effective manner.	I am able to apply the majority of these skills in a proficient manner in a variety of sports, applying correct vocabulary consistently.	I am able to apply all these skills in an exemplary manner in a range of sports, applying correct vocabulary consistently to articulate a response.
<b>Personal Me</b> <b>Personal skills; safety and injury prevention, self-discipline, motivation and perseverance, resilience, confidence. Sportsmanship and fair play. Reflection and emotional management.</b>	I am able to apply a few of these skills in a limited way.	I am able to apply some of these skills in a sound manner.	I am able to apply these most of these skills in an effective manner.	I am able to apply the majority of these skills in a proficient manner in a variety of sports, providing accurate reflection of performance.	I am able to apply all these skills in an exemplary manner in a range of sports, providing accurate and detailed reflection of my own and other's performance.

# Psychology: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter in Year 10 with strong skills in writing, reading, scientific concepts and curiosity to understand human behaviour. Our curriculum aims to build on this and ensure that they:**

1. Are inspired to be curious, hungry and excited to learn.
2. Are encouraged to go beyond specification & exam boundaries through a range of opportunities that supports the wider context of psychology in the 'real world'.
3. Develop a wide range of skills including reflection & metacognition to support greater independence & self-efficacy.
4. Explore the cultural, social, political & historical significance of psychology.
5. Develop their academic skills including analysis, evaluation and application to support the demands of further & higher education demands.
6. Are equipped with the necessary skills to become active, successful citizens who responsibly embrace the challenges of tomorrow.

**These aims are realised through our curriculum which:**

- Is organised to stimulate depth and breadth of thinking, exploration, research, analysis, critical consideration and application.
- Makes links to the UAE, embracing and embedding initiatives.
- Includes a wide range of high-quality materials including research papers, videos, psychology platforms and discussion groups.
- Ensures that the curriculum is progressive, adapted, and diverse to develop knowledge and skills/values-based approaches so that students can articulate and transfer learning skills across the curriculum.

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work.
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria.
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development.
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria and discussing the outcomes with colleagues to ensure consistency within psychology and across secondary.



# Psychology: KS4 Curriculum

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
<b>Term 1:</b> <b>Intro &amp; Unit 1</b>	Intro to Psychology: structure, assessment & expectations.  Topic 1 Development          Topic 2 Memory       Research Methods embedded	<b>What is psychology?</b> <b>How does psychology study human behaviour?</b> <b>How will I be assessed?</b> <b>How do we develop?</b> <b>What are the psychological theories/studies on development?</b> <b>What is the issue &amp; debate within the development topic?</b> <b>How does memory work?</b> <b>What are the psychological theories/studies on memory?</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues &amp; debates in relation to the topic</li> <li>Apply psychological knowledge and understanding of the topic in a range of contexts</li> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic</li> </ul>	Through a variety of research/evidence-based tasks and critical analysis.  <b>Assessment of Learning:</b> questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) <b>Summative Assessment:</b> exam style questions and mocks <b>Measured against GCSE Level grade/assessment descriptors/objectives</b>	50% of GCSE Level Paper 1  To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This <b>builds on</b> existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on development.  Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
<b>Term 2:</b>	Topic 2 – Memory          Topic 3 – Psychological Problems       Research Methods embedded	<b>What are the psychological theories/studies on memory?</b> <b>What is the issue &amp; debate in the memory topic?</b> <b>What are psychological problems?</b> <b>How are psychological problems diagnosed, explained and treated?</b> <b>What are the psychological theories/studies on psychological problems?</b> <b>What is the issue &amp; debate within the psychological problems' topic?</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues &amp; debates in relation to the topic</li> <li>Apply psychological knowledge and understanding of the topic in a range of contexts</li> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic</li> </ul>	Through a variety of research/evidence-based tasks and critical analysis.  <b>Assessment of Learning:</b> questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) <b>Summative Assessment:</b> exam style questions and mocks <b>Measured against GCSE Level grade/assessment descriptors/objectives</b>	50% of GCSE Level Paper 1  To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This <b>builds on</b> existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on treatments of psychological problems.  Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
<b>Term 3:</b>	Topic 4 – The Brain & Neuropsychology       Research Methods embedded	<b>What are the different parts of the brain &amp; what do they do?</b> <b>What happens if there is damage to the brain?</b> <b>What are the main parts of our neurochemistry &amp; how does it affect our behaviour?</b> <b>What are the psychological theories/studies on neuropsychology?</b> <b>What is the issue &amp; debate within the neuropsychology topic?</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues &amp; debates in relation to the topic</li> <li>Apply psychological knowledge and understanding of the topic in a range of contexts</li> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic</li> </ul>	Through a variety of research/evidence-based tasks and critical analysis.  <b>Assessment of Learning:</b> questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) <b>Summative Assessment:</b> exam style questions and mocks <b>Measured against GCSE Level grade/assessment descriptors/objectives</b>	50% of GCSE Level Paper 1  To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This <b>builds on</b> existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on localization of function (split brain patients).  Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical

	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
<b>Term 1:</b> <b>Intro &amp; Unit 1</b>	Topic 5 Social Influence  Research Methods embedded	<b>How do others influence our behaviour?</b> <b>What are the psychological theories/studies on social influence?</b> <b>What is the issue &amp; debate within the social influence topic?</b>  <b>What is the difference between Paper 1 &amp; Paper 2 in terms of structure and research methods' questions?</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues &amp; debates in relation to the topic</li> <li>Apply psychological knowledge and understanding of the topic in a range of contexts</li> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic</li> </ul>	Through a variety of research/evidence-based tasks and critical analysis.  <b>Assessment of Learning:</b> questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) <b>Summative Assessment:</b> exam style questions and mocks <b>Measured against GCSE Level grade/assessment descriptors/objectives</b>	50% of GCSE Level Paper 1 and 50% of Paper 2  To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This <b>builds on</b> existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on social influence (Pillivavin).  Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
<b>Term 2:</b>	Unit 2- 2 Optional Topics – Sleep & Dreaming and Criminal Behaviour  Topic 3 – Psychological Problems  Research Methods embedded	<b>Why do we need to sleep &amp; dream?</b> <b>What affects sleep &amp; dreaming?</b> <b>How does sleep affect our biological rhythms?</b> <b>What are the psychological theories/studies on sleep &amp; dreaming?</b>  <b>What is criminal behaviour?</b>  <b>What are the psychological theories/studies on criminal behaviour?</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues &amp; debates in relation to the topic</li> <li>Apply psychological knowledge and understanding of the topic in a range of contexts</li> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic</li> </ul>	Through a variety of research/evidence-based tasks and critical analysis.  <b>Assessment of Learning:</b> questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) <b>Summative Assessment:</b> exam style questions and mocks <b>Measured against GCSE Level grade/assessment descriptors/objectives</b>	50% of GCSE Level Paper 1 and 50% of Paper 2  To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This <b>builds on</b> existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on sleeping.  Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
<b>Term 3:</b>	Personalised Revision	<b>Where are my gaps in learning?</b> <b>What methods can I use to be effective in the exam?</b> <b>What steps can I take to make positive progress?</b> <b>How can I action plan?</b> <b>How can I revise?</b>  <b>Where am I now? Where do I need to be? How can I get there?</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues &amp; debates in relation to the topic</li> <li>Apply psychological knowledge and understanding of the topic in a range of contexts</li> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic</li> </ul>	Through a variety of research/evidence-based tasks and critical analysis.  <b>Assessment of Learning:</b> questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) <b>Summative Assessment:</b> exam style questions and mocks <b>Measured against GCSE Level grade/assessment descriptors/objectives</b>	50% of GCSE Level Paper 1 and 50% of Paper 2  To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This <b>builds on</b> existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Choose to design, conduct, analyse & interpret practical psychological experiments in preparation for the external exam.  Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical



# Psychology: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b>  <b>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</b>	<p><i>Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</i></p> <p>Limited knowledge and understanding of psychological ideas, processes &amp; procedures using simple language and limited examples to contextualise.</p>	<p><i>Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</i></p> <p>Some knowledge and understanding of psychological ideas, processes &amp; procedures using some explanation and contextualisation with examples/evidence.</p>	<p><i>Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</i></p> <p>Sound knowledge and understanding of psychological ideas, processes &amp; procedures using clear explanation and contextualisation with examples/evidence.</p>	<p><i>Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</i></p> <p>Thorough knowledge and understanding of psychological ideas, processes &amp; procedures using relevant explanation and contextualisation with examples/evidence.</p>	<p><i>Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</i></p> <p>Sophisticated and highly focused knowledge and understanding of psychological ideas, processes &amp; procedures using a range of clear explanations and contextualisation with examples/evidence.</p>
<b>AO2</b>  <b>Apply knowledge and understanding of psychological ideas, processes and procedures</b>	<p><i>Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2)</i></p> <p>Limited, minimal or no attempt to apply knowledge &amp; understanding to given scenarios or contexts.</p>	<p><i>Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2)</i></p> <p>Some application of knowledge &amp; understanding to given scenarios or contexts.</p>	<p><i>Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</i></p> <p>Can often apply knowledge &amp; understanding to given scenarios or contexts with logical links.</p>	<p><i>Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</i></p> <p>Focused, detailed and sustained application of knowledge &amp; understanding to given scenarios or contexts.</p>	<p><i>Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</i></p> <p>Highly sustained and extensively considered application of knowledge &amp; understanding to given scenarios or contexts.</p>
<b>AO3</b>  <b>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</b>	<p><i>Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)</i></p> <p>Limited, minimal or no attempt to analyse/evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p><i>Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)</i></p> <p>Some underdeveloped attempt to analyse/evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p><i>Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</i></p> <p>Can often analyse/evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p><i>Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)</i></p> <p>Thorough analysis/evaluation of psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p><i>Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)</i></p> <p>Comprehensive and sophisticated analysis/evaluation of psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>

# Science: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who enter KS3 with an enthusiasm for Science and are good thinkers and explorers of Sciences. Our curriculum aims to build and develop a wide range of skills to ensure they are:**

- Engaged and eager to explore all aspects of Science to become the future thinkers for the modern world
- They are passionate about the exploration of Science and are encouraged to pursue a career in Science
- To develop a range of scientific skills and competencies, including experimental design, data analysis, and practical laboratory skills.
- To promote awareness of environmental and ethical issues related to science and to develop responsible attitudes towards the use and application of scientific knowledge.
- To develop teamwork is often encouraged as a means of promoting collaborative learning and developing important skills such as problem-solving, critical thinking, and communication.
- To promote cross-curricular links and transferable skills
- To provide a broad and balanced education in Science

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including Ecology, Earth Science, Genetics, Expanding Universe, Materials
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through links to recent developments and discoveries
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Science: KS4 Curriculum (Combined & Triple)

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Variation and inheritance</b>	we will explore the fascinating world of genetic variation and the inheritance of traits.	<b>What can we discover about Variation and Inheritance?</b>  <b>UAE Link: The increase of genetic diseases in the UAE</b>	<ul style="list-style-type: none"> <li>Investigate the concept of variation in species and understand the role of genetic and environmental factors in creating variation.</li> <li>Explore the principles of inheritance and the passing of traits from one generation to the next.</li> </ul>	Through engaging discussions, practical experiments, and genetic analysis, students will actively explore the world of genetic variation and inheritance. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding variation and inheritance is important as it provides a foundation for comprehending the mechanisms of evolution, the role of genetics in human health and disease, and the ethical considerations surrounding genetic technologies. It is relevant in fields such as biology, medicine, and genetics research, and promotes critical thinking and analytical skills.	This <b>builds on</b> your existing knowledge about inheritance from KS2 and KS3  This <b>builds towards</b> gaining a deeper understanding of variation for A Level  This <b>provides an opportunity for collaboration</b> between <b>biology</b>	<ul style="list-style-type: none"> <li>Analyze genetic variation: Investigate the factors contributing to genetic variation in species.</li> <li>Explore inheritance patterns: Understand the principles of inheritance and the passing of traits from one generation to the next</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Breathing and respiration</b>	we will delve into the intricate processes that enable organisms to obtain oxygen and release carbon dioxide.	<b>What can we learn about Breathing and Respiration?</b>  <b>UAE Link: UAE program of healthy eating and improve fitness within the country</b>	<ul style="list-style-type: none"> <li>Explore the structure and function of the respiratory system, including the lungs, diaphragm, and airways.</li> <li>Investigate the process of breathing, including inhalation and exhalation, and understand the role of muscles and pressure changes.</li> <li>Study the cellular process of respiration, including glycolysis, the Krebs cycle, and oxidative phosphorylation.</li> <li>Examine the role of oxygen and glucose in cellular respiration and the production of ATP.</li> </ul>	Through hands-on experiments, data analysis, and scientific investigations, students will actively engage with the concepts and processes related to breathing and respiration. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding breathing and respiration is important as it provides insight into how organisms obtain the energy necessary for survival. It is relevant in fields such as biology, medicine, and sports science, and promotes critical thinking and scientific reasoning skills.	This <b>builds on</b> your existing knowledge about respiration from KS3  This <b>builds towards</b> gaining a deeper understanding of biochemistry for Alevel  This <b>provides an opportunity for collaboration</b> between Biology and Chemistry	<ul style="list-style-type: none"> <li>Analyze the structure and function of the respiratory system: Investigate the organs and processes involved in breathing and respiration.</li> <li>Study the process of breathing</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 3:</b> <b>Plants and digestion</b>	we will explore the fascinating world of plants and their digestive processes.	<b>What can we learn about Plants and Digestion?</b>  <b>UAE Link: Healthy eating in UAE</b>	<ul style="list-style-type: none"> <li>Investigate the structure and function of different parts of plants involved in digestion, such as roots, stems, leaves, and specialized tissues.</li> <li>Explore the process of photosynthesis and understand how plants convert sunlight into energy-rich molecules.</li> <li>Study the uptake and transport of water and nutrients in plants through the root system and vascular tissues.</li> </ul>	Through hands-on experiments, data analysis, and scientific investigations, students will actively engage with the concepts and processes related to plants and digestion. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding plants and digestion is important as it provides insights into how plants obtain and process nutrients necessary for their growth and survival. It is relevant in fields such as botany, agriculture, and environmental science, and promotes critical thinking and scientific reasoning skills.	This <b>builds on</b> your existing knowledge about digestion from KS2 and KS3  This <b>builds towards</b> gaining a deeper understanding of biochemistry covered in KS4  This <b>provides an opportunity for collaboration</b> between Science and P.E	<ul style="list-style-type: none"> <li>Study the process of photosynthesis: Understand how plants capture sunlight and convert it into energy-rich molecules.</li> <li>Examine nutrient uptake and transport in plants: Investigate how water and nutrients are absorbed and distributed within plants</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Quantitative chemistry</b>	we will delve into the quantitative aspects of chemical reactions and their measurement	<b>What can we learn about Quantitative Chemistry?</b>  <b>UAE Link: Exploring UAEs sulphur production industry</b>	<ul style="list-style-type: none"> <li>•Explore the concept of moles and Avogadro's number to understand the quantitative relationships between atoms, molecules, and compounds.</li> <li>•Investigate the stoichiometry of chemical reactions and how to balance equations to represent the correct proportions of reactants and products</li> </ul>	Through laboratory experiments, data analysis, and mathematical calculations, students will actively engage in learning the quantitative aspects of chemistry. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding Quantitative Chemistry is important as it provides a foundation for quantitative analysis, chemical calculations, and understanding the relationships between reactants and products in chemical reactions. It is relevant in fields such as chemistry, chemical engineering, and analytical sciences, and promotes critical thinking, problem-solving, and mathematical skills.	<p>This <b>builds on</b> your existing knowledge about chemical reactions from KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of calculations and the mole for A level</p> <p>This <b>provides an opportunity for collaboration</b> between <b>Chemistry</b> and Maths</p>	<ul style="list-style-type: none"> <li>•Analyze the relationship between mass, moles, and volume in chemical reactions: Understand the mole ratio and its application in quantitative chemistry.</li> <li>•Understand limiting reactants and excess reactants: Learn how to determine the amount of product formed based on the available reactants.</li> <li>•Learn measurement methods in chemistry: Use laboratory equipment to measure quantities accurately.</li> <li>•Apply mathematical calculations to solve chemical problems: Use formulas and mathematical relationships to perform calculations related to chemical reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> <li>Safety awareness</li> <li>Experiment implementation</li> </ul>
<b>Term 2:</b> <b>Acids and bases</b>	we will explore the properties and behavior of acidic and basic substances.	<b>What will we learn about Acids and Bases?</b>  <b>UAE Link: The affect of acidity levels in the ocean water around UAE</b>	<ul style="list-style-type: none"> <li>•Investigate the characteristics and properties of acids and bases, including their taste, effect on indicators, and reaction with metals and carbonates.</li> <li>•Understand the concept of pH and the pH scale, and how it is used to measure the acidity or alkalinity of a solution</li> </ul>	Through hands-on experiments, data analysis, and class discussions, students will actively engage in learning about acids and bases. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding Acids and Bases is important as it provides a foundation for understanding chemical reactions, environmental impacts, and practical applications in daily life. It is relevant in fields such as chemistry, medicine, and environmental science. It also promotes critical thinking and problem-solving abilities, enabling students to make informed decisions and understand the role of acids and bases in our surroundings.	<p>This <b>builds on</b> your existing knowledge about acids and alkali learnt in KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of acids and bases for a level</p> <p>This <b>provides an opportunity for collaboration</b> between Geography and Chemistry</p>	<ul style="list-style-type: none"> <li>•Investigate the characteristics and properties of acids and bases: Explore their taste, effects on indicators, and reactions with metals and carbonates.</li> <li>•Understand the concept of pH and the pH scale: Learn how acidity or alkalinity is measured using the pH scale</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> <li>Safety awareness</li> <li>Experiment implementation</li> </ul>
<b>Term 3:</b> <b>Metals</b>	we will explore the properties, uses, and reactivity of different metals.	<b>What will we learn about Metals?</b>  <b>UAE Link: How is UAE leading the way in the middle East for medical advances in this area?</b>	<ul style="list-style-type: none"> <li>•Investigate the physical and chemical properties of metals, including their appearance, conductivity, malleability, and density.</li> <li>•Understand the structure of metals at the atomic level and how it contributes to their properties.</li> <li>•Study the reactivity series of metals and their reactions with acids, oxygen, and water</li> </ul>	Through hands-on experiments, data analysis, and class discussions, students will actively engage in learning about metals. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding Metals is important as it provides a foundation for understanding the properties, uses, and reactivity of different metals. It is relevant in fields such as materials science, engineering, and manufacturing. It also promotes critical thinking and problem-solving abilities, enabling students to make informed decisions and understand the role of metals in our everyday lives.	<p>This <b>builds on</b> your existing knowledge about metals in KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding redox reactions for a level</p> <p>This <b>provides an opportunity for collaboration</b> between Science and geography</p>	<ul style="list-style-type: none"> <li>•Investigate the physical and chemical properties of metals: Explore their appearance, conductivity, malleability, and density.</li> <li>•Understand the atomic structure of metals: Learn how the structure of metals at the atomic level contributes to their properties</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> <li>Safety awareness</li> <li>Experiment implementation</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Motion</b>	we will explore the principles and concepts related to the movement of objects.	<b>What will we learn about Motion?</b>  <b>UAE Link: Motion of cars in UAE</b>	<ul style="list-style-type: none"> <li>Investigate the basic principles of motion, including speed, velocity, and acceleration.</li> <li>Understand the relationships between distance, time, and speed, and how to calculate these quantities.</li> <li>Study the effects of forces on motion, including Newton's laws of motion.</li> <li>Explore the concept of momentum and its conservation in collisions.</li> <li>Investigate the factors affecting motion, such as friction and air resistance.</li> <li>Learn about different types of motion, including linear, circular, and projectile motion.</li> <li>Conduct experiments and practical activities to observe and analyze the behavior of moving objects.</li> </ul>	<p>Through hands-on experiments, data analysis, and class discussions, students will actively engage in learning about motion.</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback  <b>Summative Assessment:</b> final project with assignment – making a cell model  <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	Understanding motion is important as it provides a foundation for understanding the principles of physics and how objects move in the world around us. It is relevant in fields such as engineering, sports science, and transportation. It also promotes critical thinking and problem-solving abilities, enabling students to analyze and explain various aspects of motion.	<p>This <b>builds on</b> your existing knowledge about moving objects in KS2 and KS3.</p> <p>This <b>builds towards</b> gaining a deeper understanding of motion and laws of motion for A level</p> <p>This <b>provides an opportunity for collaboration</b> between Physics and Maths</p>	<p>Investigate the basic principles of motion: Explore concepts such as speed, velocity, and acceleration.</p> <p>Understand the relationships between distance, time, and speed: Learn how to calculate these quantities and analyze their interrelationships</p>	<p>Observations</p> <p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p> <p>Safety awareness</p> <p>Experiment implementation</p>
<b>Term 2:</b> <b>Waves</b>	we will explore the properties and behaviors of waves.	<b>What will we learn about Waves?</b>  <b>UAE Link: UAEs new technologies that incorporate wireless</b>	<ul style="list-style-type: none"> <li>Investigate the nature of waves, including their characteristics and types.</li> <li>Understand the principles of wave motion, including wave speed, frequency, wavelength, and amplitude.</li> <li>Study the behavior of waves when they encounter boundaries or pass through different mediums.</li> <li>Explore the concepts of reflection, refraction, diffraction, and interference of waves</li> </ul>	<p>Through hands-on experiments, data analysis, and class discussions, students will actively engage in learning about waves.</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback  <b>Summative Assessment:</b> end of unit assessment  <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	Understanding waves is important as it provides a foundation for understanding various phenomena in the physical world, such as sound, light, and communication. It is relevant in fields such as physics, engineering, and telecommunications. It also promotes critical thinking and problem-solving abilities, enabling students to analyze and explain the behaviors and properties of waves.	<p>This <b>builds on</b> your existing knowledge about light and sound from KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of waves for A level</p> <p>This <b>provides an opportunity for collaboration</b> between Music and Physics</p>	<ul style="list-style-type: none"> <li>Investigate the nature of waves: Explore the characteristics and types of waves.</li> <li>Understand wave motion principles: Study wave speed, frequency, wavelength, and amplitude</li> </ul>	<p>Observations</p> <p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p> <p>Safety awareness</p> <p>Experiment implementation</p>
<b>Term 3:</b> <b>Kinetic theory</b>	we will explore the behavior and properties of particles in different states of matter.	<b>What will we learn about Kinetic Theory?</b>  <b>UAE Link: How homes in UAE are insulated</b>	<ul style="list-style-type: none"> <li>Understand the concept of Kinetic Theory and its application in explaining the behavior of particles.</li> <li>Explore the different states of matter: solids, liquids, and gases, and their characteristics.</li> <li>Study the motion of particles in different states of matter and how it relates to temperature and pressure.</li> <li>Investigate the changes of state, such as melting, boiling, and condensation, and the energy involved in these processes</li> </ul>	<p>Through hands-on experiments, data analysis, and class discussions, students will actively engage in learning about Kinetic Theory.</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback  <b>Summative Assessment:</b> final project with assignment  <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	Understanding Kinetic Theory is important as it provides a foundation for understanding the behavior of matter at the particle level. It is relevant in fields such as chemistry, physics, and engineering. It also promotes critical thinking and problem-solving abilities, enabling students to explain and predict the properties and behavior of different states of matter.	<p>This <b>builds on</b> your existing knowledge about the 7 life processes</p> <p>This <b>builds towards</b> gaining a deeper understanding of reproduction and genetic engineering covered in KS4</p> <p>This <b>provides an opportunity for collaboration</b> between Science and Humanities</p>	<ul style="list-style-type: none"> <li>Understand the concept of Kinetic Theory: Explore how it explains the behavior of particles.</li> <li>Study the different states of matter: Investigate the characteristics of solids, liquids, and gases</li> </ul>	<p>Observations</p> <p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p> <p>Safety awareness</p> <p>Experiment implementation</p>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Body system</b>	This unit will explore the concepts and functionality of animal and plant cells, organs and organ systems	<b>What are we made of?</b> <b>UAE Link:</b> Exploring UAEs role in the Middle East at being at the forefront of Organ transplants	<ul style="list-style-type: none"> <li>Living things consist of organs and tissues, with plants and animals containing organs composed of various tissues.</li> <li>Microscope skills: Learn to safely and effectively use a microscope, make observations, and record them as drawings.</li> <li>Specimen preparation: Learn to prepare simple specimens on slides for observation under a microscope.</li> <li>Cell structure: Understand that plants and animals are made up of cells, which are similar in some aspects but differ significantly. Additionally, different cell types exist, each adapted for specific functions.</li> </ul>	Through exploring the different concepts and ideas. Observing cells through the production of slides for a microscope. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand about cells is important because it provides a fundamental understanding of the building blocks of life. This knowledge is crucial in biology, medicine, and biotechnology, and opens up career opportunities in research, healthcare, and pharmaceuticals. It also helps us comprehend the complexity of the natural world and our role in it.	This <b>builds on</b> your existing knowledge about cells from previous studies, allowing you to deepen your understanding of the fundamental units of life.  This <b>builds towards</b> gaining a deeper understanding of cells and biological systems at A Level  This <b>provides an opportunity for collaboration</b> between Art and Maths	<ul style="list-style-type: none"> <li>Design and create an animal or plant cell</li> <li>Create a model</li> <li>Investigation organelles and features outside of the KS3 scope of learning</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Ecology</b>	This unit will explore the role of photosynthesis in an ecosystem and their impact	<b>How does the interdependence of organisms in ecosystems, including the role of insect pollination in crop production, relate to food security and the accumulation of toxic materials in the environment?</b>  <b>UAE Link:</b> Impact of changing environment and human development on local ecosystem. UAE securing food production within the country.	<ul style="list-style-type: none"> <li>Understand the interdependence of organisms in ecosystems and the role of insect pollination.</li> <li>Recognize the significance of insect pollination in ensuring food security and the impact of its absence on food yields.</li> <li>Comprehend the reciprocal relationship between organisms and their environment, including the potential accumulation of toxic materials and its effects on ecosystems</li> </ul>	Through exploring the different concepts and ideas. Researching different ecosystems and factors that impact them. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand about the interdependence of organisms, insect pollination, environmental impact, photosynthesis, and tissue functions is important because it enhances ecological understanding and appreciation for the natural world.	This <b>builds on</b> your existing knowledge about plants and ecosystem.  This <b>builds towards</b> gaining a deeper understanding of ecology in KS4 and the greater impact of climate change.  This <b>provides an opportunity for collaboration</b> between Geography and Chemistry	<ul style="list-style-type: none"> <li>Analyse ecosystems and create a food chain</li> <li>Design a solution to reduce impact of Human activity on ecosystems</li> <li>Evaluate and predict the impact of Human activity on food security</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Rates</b>	we will explore the fascinating topic of rates of reaction.	<b>What will we learn about rates of reaction?</b> <b>UAE Link:</b> Exploring UAEs sulphur production industry	<ul style="list-style-type: none"> <li>Understand the factors that affect the rate of a chemical reaction, including concentration, temperature, surface area, and the presence of catalysts.</li> <li>Investigate how to measure the rate of a reaction using different techniques, such as collecting gas, monitoring color change, or measuring the mass loss.</li> <li>Study and interpret graphs and data related to rates of reaction.</li> <li>Explore collision theory and the concept of activation energy.</li> <li>Analyze the effect of changing conditions on the rate of a reaction.</li> <li>Investigate real-life applications of rates of reaction, such as in industry or everyday situations.</li> <li>Conduct experiments and practical activities to observe and measure rates of reaction</li> </ul>	Through theoretical study, laboratory experiments, and data analysis, students will develop a solid understanding of rates of reaction and their importance in chemistry. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding rates of reaction is crucial in chemistry as it provides insights into the speed at which chemical reactions occur and how they can be controlled or manipulated. It is essential for various fields, including chemical engineering, pharmaceuticals, and environmental science.	This <b>builds on</b> your existing knowledge about chemical reactions from KS2 and KS3  This <b>builds towards</b> gaining a deeper understanding of rates at a level  This <b>provides an opportunity for collaboration</b> between <b>Chemistry</b> and Maths	<ul style="list-style-type: none"> <li>Understand the factors that affect the rate of a chemical reaction.</li> <li>Investigate how to measure the rate of a reaction.</li> <li>Study and interpret graphs and data related to rates of reaction.</li> <li>Explore collision theory and activation energy.</li> <li>Analyze the effect of changing conditions on the rate of a reaction.</li> <li>Investigate real-life applications of rates of reaction</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Organic</b>	we will explore the fascinating world of organic chemistry.	<b>What will we learn about organic chemistry?</b> <b>UAE Link:</b> The affect of acidity levels in the ocean water around UAE	<ul style="list-style-type: none"> <li>Understand the unique properties and characteristics of organic compounds, including carbon-based molecules.</li> <li>Study the structures and naming conventions of organic compounds, including alkanes, alkenes, and alcohols.</li> <li>Investigate the reactions and functional groups of organic compounds, such as substitution, addition, and esterification.</li> <li>Explore the importance of organic chemistry in everyday life, including the synthesis of pharmaceuticals, polymers, and agricultural chemicals.</li> <li>Analyze the environmental impact of organic compounds and the principles of sustainable chemistry.</li> <li>Conduct experiments and practical activities to observe and manipulate organic compounds</li> </ul>	Through theoretical study, laboratory experiments, and problem-solving tasks, students will develop a solid understanding of organic chemistry and its relevance in various fields. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding organic chemistry is crucial as it underpins many aspects of modern life, from medicine to materials. It provides the foundation for further study in chemistry and related fields, and it equips students with essential problem-solving and analytical skills.	This <b>builds on</b> your existing knowledge about fuels learnt in KS2 and KS3  This <b>builds towards</b> gaining a deeper understanding of organic chemistry at a level  This <b>provides an opportunity for collaboration</b> between Geography and Chemistry	<ul style="list-style-type: none"> <li>Understand the unique properties and characteristics of organic compounds.</li> <li>Study the structures and naming conventions of organic compounds.</li> <li>Investigate the reactions and functional groups of organic compounds.</li> <li>Explore the importance of organic chemistry in everyday life.</li> <li>Analyze the environmental impact of organic compounds.</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Moments</b>	we will explore the principles and applications of forces and turning effects.	<b>What will we learn about moments?</b>  <b>UAE Link: Moments of cranes used in UAE</b>	<ul style="list-style-type: none"> <li>•Understand the concept of moments and how they relate to forces and turning effects.</li> <li>•Explore the conditions for equilibrium and how moments can be balanced.</li> <li>•Study the different types of forces involved in moments, such as weight, friction, and tension.</li> <li>•Investigate the calculation of moments using the equation <math>M = F \times d</math>, where M is the moment, F is the force, and d is the perpendicular distance from the pivot</li> </ul>	Through practical activities, data analysis, and class discussions, students will actively engage in learning about moments. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding moments is important as it provides a foundation for understanding the principles of forces and turning effects. It is relevant in fields such as physics, engineering, and architecture. It also promotes critical thinking and analytical skills, enabling students to analyze and predict the behavior of objects under the influence of forces.	This <b>builds on</b> your existing knowledge about forces in KS2 and KS3.  This <b>builds towards</b> gaining a deeper understanding of moments and vectors for A level  This <b>provides an opportunity for collaboration</b> between Physics and Maths	Understand the concept of moments and their relation to forces and turning effects. Explore conditions for equilibrium and balancing moments. Study different types of forces involved in moments, including weight, friction, and tension. Investigate the calculation of moments using the equation $M = F \times d$ . Learn about the principle of the lever and its applications. Apply moments to real-world scenarios involving structures and simple machines	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Radioactivity</b>	we will explore the properties and behaviors of radioactive substances and their applications.	<b>What will we learn about radioactivity?</b>  <b>UAE Link: UAEs new nuclear power stations</b>	<ul style="list-style-type: none"> <li>•Understand the structure of an atom and the concept of isotopes.</li> <li>•Study the different types of radioactive decay, including alpha, beta, and gamma radiation.</li> <li>•Investigate the characteristics and properties of radioactive materials, such as half-life and decay constant.</li> <li>•Explore the hazards and safety precautions associated with handling radioactive substances.</li> <li>•Learn about the applications of radioactivity in fields such as medicine, industry, and energy production</li> </ul>	Through theoretical study, practical work, and data analysis, students will actively engage in learning about radioactivity. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding radioactivity is important as it provides insights into the structure of matter, the behavior of particles, and the risks and benefits associated with radioactive materials. It is relevant in fields such as nuclear science, medicine, and environmental protection. It also promotes critical thinking and ethical considerations, enabling students to make informed decisions regarding the use and management of radioactive substances.	This <b>builds on</b> your existing knowledge about radioactivity from KS3  This <b>builds towards</b> gaining a deeper understanding of radioactivity for A level  This <b>provides an opportunity for collaboration</b> between Biology and Physics	Investigate the characteristics and properties of radioactive materials. Explore the applications of radioactivity in various fields. Analyze radioactive decay graphs and calculate decay constant and half-life. Investigate the effects of radiation on living organisms and the environment. Understand the principles and operation of radiation detectors	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 3:</b> <b>Space</b>	we will explore the behavior and properties of particles in different states of matter.	<b>What will we learn about Kinetic Theory?</b>  <b>UAE Link: How homes in UAE are insulated</b>	<ul style="list-style-type: none"> <li>•Understand the concept of Kinetic Theory and its application in explaining the behavior of particles.</li> <li>•Explore the different states of matter: solids, liquids, and gases, and their characteristics.</li> <li>•Study the motion of particles in different states of matter and how it relates to temperature and pressure.</li> <li>•Investigate the changes of state, such as melting, boiling, and condensation, and the energy involved in these processes.</li> <li>•Learn about the properties and behavior of gases, including the gas laws and the relationships between pressure, volume, and temperature</li> </ul>	Through hands-on experiments, data analysis, and class discussions, students will actively engage in learning about Kinetic Theory. <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding Kinetic Theory is important as it provides a foundation for understanding the behavior of matter at the particle level. It is relevant in fields such as chemistry, physics, and engineering. It also promotes critical thinking and problem-solving abilities, enabling students to explain and predict the properties and behavior of different states of matter.	This <b>builds on</b> your existing knowledge about the 7 life processes  This <b>builds towards</b> gaining a deeper understanding of reproduction and genetic engineering covered in KS4  This <b>provides an opportunity for collaboration</b> between Science and Humanities	<ul style="list-style-type: none"> <li>•Understand the concept of Kinetic Theory: Explore how it explains the behavior of particles.</li> <li>•Study the different states of matter: Investigate the characteristics of solids, liquids, and gases</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation



# Science: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b>  <b>Knowledge and Understanding</b>	Recall and accurately use scientific terminology related to motion. Recall and accurately use scientific terminology related to waves. Recall and accurately use scientific terminology related to kinetic theory.	Identify and describe the fundamental concepts of speed, velocity, acceleration, distance, and displacement. Identify and describe the key concepts related to wave types, wave properties (such as amplitude, frequency, and wavelength), wave interactions, and wave models. Identify and describe the fundamental concepts related to particles, motion, temperature, and pressure in gases.	Demonstrate a comprehensive understanding of the key concepts and principles related to motion. Demonstrate a comprehensive understanding of the properties, behavior, and characteristics of waves. Demonstrate a comprehensive understanding of the key concepts and principles of kinetic theory.		
<b>AO2</b>  <b>Application of Knowledge and Understanding:</b>	Apply knowledge of waves to explain the behavior of waves in different mediums and environments.	Recognize the importance of motion in everyday life, technological applications, and the study of other physical phenomena. Recognize the importance of waves in various applications, such as communication, sound production, and electromagnetic radiation. Apply knowledge of kinetic theory to explain the behavior of particles in different states of matter.	Apply knowledge of motion to interpret and analyze graphs, charts, and diagrams representing different types of motion. Interpret and use wave diagrams, graphs, and formulas to analyze and calculate wave properties.	Use appropriate mathematical formulas and equations to solve problems related to speed, velocity, and acceleration. Recognize the importance of kinetic theory in various scientific phenomena and practical applications.	Interpret and use mathematical relationships, such as the gas laws, to analyze and calculate properties of gases.
<b>AO3</b>  <b>Analysis, Evaluation, and Synthesis of Skills:</b>		Demonstrate an understanding of the relationship between forces and motion, such as Newton's laws of motion. Apply knowledge of waves to solve problems and make predictions related to wave behavior, such as reflection, refraction, and diffraction. Apply knowledge of kinetic theory to solve problems and make predictions related to the behavior of particles in different states of matter.	Analyze and interpret experimental data related to motion, including graphs, motion diagrams, and calculations. Apply knowledge of motion to solve problems and make predictions related to objects in motion, including their position, velocity, and acceleration. Analyze and interpret experimental data related to wave properties, such as amplitude, frequency, and wave speed. Demonstrate an understanding of the relationship between temperature, pressure, volume, and the kinetic energy of particles.	Evaluate the reliability and accuracy of experimental procedures and measurements in motion experiments.  Demonstrate an understanding of the relationship between wave properties and phenomena, such as the Doppler effect or interference.	Recognize sources of error and propose improvements to experimental setups or techniques. Apply critical thinking skills to analyze and propose solutions for challenges related to motion, such as optimizing vehicle design or predicting the motion of celestial bodies. Apply critical thinking skills to analyze and propose solutions for challenges related to waves, such as optimizing communication systems or designing acoustic spaces. Apply critical thinking skills to analyze and propose solutions for challenges related to kinetic theory, such as optimizing gas storage or understanding phase changes.
<b>AO4</b>  <b>Experimental Skills, Investigation, and Scientific Communication:</b>	Participate in experiments and investigations to study and measure different aspects of motion. Participate in experiments and investigations to observe and study the properties and behavior of waves. Participate in experiments and investigations to study and measure the properties and behavior of particles in different states of matter.	Use appropriate laboratory techniques and equipment to measure and analyze wave properties. Use appropriate laboratory techniques and equipment to collect and analyze data related to kinetic theory.	Use appropriate laboratory techniques and equipment to collect and analyze data related to motion. Communicate scientific observations and findings about waves using appropriate scientific language and formats. Communicate scientific observations and findings about kinetic theory using appropriate scientific language and formats. Recognize sources of error and propose improvements to experimental setups or techniques.	Communicate scientific observations and findings about motion using appropriate scientific language and formats. Evaluate the reliability and accuracy of experimental procedures and measurements in wave-related experiments. Analyze and interpret experimental data related to the behavior of particles, such as temperature-pressure relationships or volume-temperature relationships.	Recognize sources of error and propose improvements to experimental setups or techniques.  Evaluate the reliability and accuracy of experimental procedures and measurements in kinetic theory experiments

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Knowledge and Understanding</b>	Demonstrate a comprehensive understanding of the key concepts and principles related to rates of reaction. Demonstrate a comprehensive understanding of the key concepts and principles related to organic chemistry.	Recall and accurately use scientific terminology related to rates of reaction. Recall and accurately use scientific terminology related to organic chemistry.	Identify and describe the factors that affect the rate of a chemical reaction, such as concentration, temperature, surface area, and the presence of catalysts.  Identify and describe the fundamental concepts related to organic compounds, including their structure, nomenclature, and functional groups.		
<b>AO2</b> <b>Application of Knowledge and Understanding:</b>		Recognize the importance of organic compounds in various everyday applications, such as pharmaceuticals, polymers, and biofuels.	Recognize the importance of rates of reaction in various scientific and industrial contexts, such as chemical production and environmental processes.	Interpret and use data, graphs, and experimental results to analyze and calculate reaction rates. Apply knowledge of organic chemistry to predict and explain the properties, reactions, and behavior of organic compounds.	Apply knowledge of rates of reaction to explain the behavior and trends observed in different chemical reactions.  Interpret and use structural formulas, reaction mechanisms, and chemical equations to analyze and predict organic reactions.
<b>AO3</b> <b>Analysis, Evaluation, and Synthesis of Skills:</b>		Demonstrate an understanding of the relationship between the structure of organic compounds and their physical and chemical properties.	Apply knowledge of rates of reaction to solve problems and make predictions related to reaction rates, such as determining the effect of changing conditions on reaction speed.	Demonstrate an understanding of the relationship between the rate equation and the mechanism of a reaction. Evaluate the reliability and accuracy of experimental procedures and measurements in organic chemistry experiments.  Apply knowledge of organic chemistry to solve problems and make predictions related to the synthesis, identification, and properties of organic compounds.	Apply critical thinking skills to analyze and propose solutions for challenges related to rates of reaction, such as optimizing reaction conditions or designing efficient chemical processes. Analyze and interpret experimental data related to organic reactions, such as yields, reaction rates, and spectroscopic data. Apply critical thinking skills to analyze and propose solutions for challenges related to organic chemistry, such as designing organic synthesis routes or understanding the impact of organic pollutants on the environment.
<b>AO4</b> <b>Experimental Skills, Investigation, and Scientific Communication:</b>	Participate in experiments and investigations to study and measure the rates of different chemical reactions. Participate in experiments and investigations to study and synthesize organic compounds.	Use appropriate laboratory techniques and equipment to collect and analyze data related to rates of reaction.  Use appropriate laboratory techniques and equipment to collect and analyze data related to organic chemistry.	Communicate scientific observations and findings about rates of reaction using appropriate scientific language and formats.  Communicate scientific observations and findings about organic chemistry using appropriate scientific language and formats.	Analyze and interpret experimental data related to reaction rates, such as initial rates, reaction orders, and rate constants. Recognize sources of error and propose improvements to experimental setups or techniques. Recognize sources of error and propose improvements to experimental setups or techniques.	Evaluate the reliability and accuracy of experimental procedures and measurements in rates of reaction experiments.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Recall and accurately use scientific terminology related to body systems.</li> <li>Recall and accurately use scientific terminology related to ecology.</li> </ul> Application of Knowledge and Understanding: Experimental Skills, Investigation, and Scientific Communication:	Identify and describe the fundamental concepts related to the structure and function of major body systems, such as the respiratory system, circulatory system, and nervous system. Identify and describe the fundamental concepts related to ecosystems, population dynamics, and interactions between organisms and their environment.	Demonstrate a comprehensive understanding of the key concepts and principles related to body systems. Demonstrate a comprehensive understanding of the key concepts and principles related to ecology.		
<b>AO2</b> <b>Application of Knowledge and Understanding:</b>		Recognize the importance of body systems in various physiological contexts, such as homeostasis, energy metabolism, and response to stimuli Recognize the importance of ecology in various ecological contexts, such as nutrient cycling, biodiversity, and conservation.	Apply knowledge of body systems to analyze and predict the behavior and interactions of different physiological processes. Interpret and use scientific data and models to understand patterns and processes in ecosystems and populations.	Interpret and use scientific data and experimental evidence to understand the functioning and regulation of body systems. Apply knowledge of ecology to analyze and predict the behavior of ecological systems and the impact of environmental factors.	
<b>AO3</b> <b>Analysis, Evaluation, and Synthesis of Skills:</b>		Demonstrate an understanding of the interrelationships between different body systems and their coordination for optimal functioning Demonstrate an understanding of the interrelationships between organisms and their environment, including predator-prey dynamics, competition, and symbiotic relationships.	Apply knowledge of body systems to solve problems and make predictions related to physiological processes, adaptations, and health outcomes.	Apply knowledge of ecology to solve problems and make predictions related to ecosystem management, conservation strategies, and environmental impact assessments. Analyze and interpret ecological data, such as species abundance, population growth rates, or ecological succession patterns.	Apply critical thinking skills to analyze and propose solutions for challenges related to body systems, such as understanding diseases, developing therapies, or optimizing performance. Apply critical thinking skills to analyze and propose solutions for challenges related to ecology, such as understanding and mitigating the impacts of human activities on ecosystems.
<b>AO4</b> <b>Experimental Skills, Investigation, and Scientific Communication:</b>	<ul style="list-style-type: none"> <li>Participate in experiments and investigations to study and analyze the functioning of body systems.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate laboratory techniques and equipment to collect and analyze data related to body systems.</li> </ul>	Communicate scientific observations and findings about body systems using appropriate scientific language and formats. Communicate scientific observations and findings about ecology using appropriate scientific language and formats.	Recognize sources of error and propose improvements to experimental setups or techniques.	Evaluate the reliability and accuracy of experimental procedures and measurements in studies of body systems.

# UAE MSC: Curriculum Ambition



**Horizon International School's pupils are ambitious individuals who enter the Moral, Social, and Cultural Studies with an inquisitive mind and eagerness to understand the world around them. Our curriculum aims to ensure that they:**

- Develop a deep understanding of moral values and principles, social norms, and cultural diversity to become responsible and considerate global citizens.
- Engage in critical thinking to analyze and evaluate moral dilemmas, social issues, and cultural beliefs.
- Cultivate empathy and compassion towards others irrespective of cultural or social backgrounds.
- Foster communication skills that enable effective and respectful dialogue on moral, social, and cultural issues.
- Build an appreciation for the rich tapestry of cultures around the world and the social constructs that bind communities together.
- Understand the ethical implications of their choices and actions in an increasingly interconnected world.
- Reflect on the historical and contemporary contexts that shape societal norms, values, and cultures.
- Empower themselves with knowledge and skills to actively contribute positively to society and promote inclusivity.
- Develop a sense of responsibility and commitment towards community service and social causes.

**These aims are realized through our curriculum which:**

- Encompasses a wide array of topics including ethics, community, cultural diversity, social responsibility, human rights, and global citizenship.
- Is structured in a manner that promotes an interdisciplinary approach, allowing students to see the interconnectedness of moral values, social structures, and cultural traditions.
- Encourages active engagement, discussions, and reflections on real-world issues and scenarios to foster critical thinking and problem-solving skills.
- Ensures progression and adaptation according to the diverse needs of the students to foster a comprehensive understanding.

**These aims are also implemented through data, assessment, reporting, moderation, and student voice which:**

- Acknowledges the significance of students' commitment, participation, and perspective in learning and understanding the moral, social, and cultural aspects of life.
- Provides regular, constructive feedback to students on how they can deepen their understanding and engagement, supported with a success criteria rubric for each topic.
- Collects and analyses data to guide curriculum planning, intervention strategies, and adaptations for meaningful learning experiences.
- Offers detailed reports to parents and through parent-teacher consultations to discuss students' progress, strengths, and areas for improvement.
- Engages in regular moderation activities to ensure consistent standards and evaluation criteria across the department.
- Employs student feedback to continually refine and improve the curriculum and teaching practices.
- By immersing students in the study of moral values, social norms, and cultural diversity, we aim to equip them with the knowledge and skills to contribute positively to society and embrace the diverse world in which we live.

# UAE MSC: KS4 Curriculum



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project-Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<b>Term 1 - Unit 1: What Should Be Preserved and How?</b>	<b>How can we preserve and value our heritage?</b>  <b>UAE Link: Understanding the importance of Emirati heritage.</b>	<ul style="list-style-type: none"> <li>Understand the importance of heritage</li> <li>Learn about Emirati heritage</li> <li>Explore ways to preserve cultural and natural heritage</li> <li>Understand heritage tourism; Reflect on individual responsibilities in preserving heritage.</li> </ul>	<p>Through discussions, research, and field trips.</p> <p><b>Assessment for Learning:</b> Research papers, presentations, reflections.</p>	To appreciate and understand the importance of preserving cultural heritage for future generations.	<p>History, Cultural Studies.</p> <p>This <b>builds on:</b> Basic knowledge of history and culture.</p> <p>This <b>builds towards:</b> Responsible citizenship and cultural preservation.</p>	Create a heritage preservation campaign; Conduct a heritage tourism field trip.	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p>
<b>Term 2:</b>	<b>Term 2 - Unit 2: Governments, Authority and the Judiciary System in the UAE</b>	<b>How does the government and judiciary system operate in the UAE?</b>	<ul style="list-style-type: none"> <li>Explore the UAE Constitution</li> <li>Understand the government system in the UAE</li> <li>Learn about the federal system</li> <li>Study federal authorities of the UAE</li> <li>Understand law and order in the UAE</li> <li>Explore local governments across the UAE.</li> </ul>	<p>Through discussions, research, guest speakers.</p> <p><b>Assessment for Learning:</b> Research papers, presentations, quizzes.</p>	To understand the functioning of the government and judiciary system, and the importance of civic responsibilities.	<p>Civics, Government Studies.</p> <p>This <b>builds on:</b> Basic understanding of government.</p> <p>This <b>builds towards:</b> Engaged and informed citizenship.</p>	Create a presentation on the UAE government system; Organize a visit to a local government institution.	<p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p> <p>Adaptability</p> <p>Iteration</p> <p>Resilience</p>
<b>Term 3:</b>	<b>Term 3 - Unit 3 &amp; 4: Developments Leading up to the UAE and The UAE Emerges</b>	<b>How did the UAE develop and emerge as a nation?</b>	<ul style="list-style-type: none"> <li>Understand the rise of Islamic civilization in the land of the UAE</li> <li>Study the emergence of Bani Yas and Qawasim</li> <li>Explore the British maritime system and national identity</li> <li>Learn about the Trucial States leading up to nationalization</li> <li>Study Sheikh Zayed and the early development of the UAE</li> <li>Explore the UAE from the 1990s to 2010.</li> </ul>	<p>Through historical texts, documentaries, and guest speakers.</p> <p><b>Assessment for Learning:</b> Research papers, presentations, quizzes.</p>	To understand the historical developments leading to the emergence of the UAE and its subsequent growth.	<p>History, Government Studies.</p> <p>This <b>builds on:</b> Basic historical and governmental knowledge.</p> <p>This <b>builds towards:</b> Understanding the modern history of the UAE.</p>	Research and present on a significant event in the development of the UAE; Create a heritage project related to the emergence of the UAE.	<p>Technical skills</p> <p>Design thinking</p> <p>Innovation</p> <p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Debugging</p> <p>Resilience</p>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project-Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<b>Term 1 - Unit 1: Economy and Globalization</b>	<p><b>How does globalization impact the economy and how can one make ethical economic choices?</b></p> <p><b>UAE Link: Understanding UAE's role in the global economy.</b></p>	<ul style="list-style-type: none"> <li>Understand terms 'economy' and 'globalization'</li> <li>Study benefits and costs of globalization</li> <li>Explore the concept of inequality</li> <li>Learn about Fair Trade</li> <li>Understand ethical consequences of consumer choices</li> <li>Learn about socially responsible investing.</li> </ul>	<p>Through discussions, case studies, economic data analysis.</p> <p><b>Assessment for Learning:</b> Case studies, data analysis, presentations.</p>	<p>To understand the global economy and make ethical and informed economic decisions.</p>	<p>Economics, Business Studies.</p> <p>This <b>builds on:</b> Basic knowledge of economics.</p> <p>This <b>builds towards:</b> Becoming responsible and ethical consumers.</p>	<p>Research and present on an ethical consumer practice; Analyze UAE's role in the global economy.</p>	<p>Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking</p>
<b>Term 2:</b>	<b>Term 2 - Unit 2: Living a Moderate Life</b>	<p><b>What is meant by living a moderate life, and what are the benefits and consequences?</b></p> <p><b>UAE Link: Understanding moderation in the context of UAE culture.</b></p>	<ul style="list-style-type: none"> <li>Understand the phrase 'Living a Moderate Life'</li> <li>Learn about benefits of moderation</li> <li>Understand consequences of not living a moderate life</li> <li>Study the concept of addiction and its effects.</li> </ul>	<p>Through discussions, reflections, and case studies.</p> <p><b>Assessment for Learning:</b> Reflection journals, case studies, discussions.</p>	<p>To develop an understanding of moderation and its impact on well-being and society.</p>	<p>Health Education, Life Skills, Cultural Studies.</p> <p>This <b>builds on:</b> Basic knowledge of personal well-being.</p> <p>This <b>builds towards:</b> Developing balanced lifestyles.</p>	<p>Create a personal life balance plan; Explore concepts of moderation in UAE culture.</p>	<p>Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience</p>
<b>Term 3:</b>	<b>Term 3 - Unit 3: The Beginning of History - Ancient Civilizations</b>	<p><b>How did ancient civilizations contribute to the development of human societies?</b></p> <p><b>UAE Link: Understand the ancient history of the UAE region.</b></p>	<ul style="list-style-type: none"> <li>Understand how and why we study history;</li> <li>Study early human migration</li> <li>Learn about the rise of civilization</li> <li>Understand the birth of written language</li> <li>Study ancient civilizations including Mesopotamia.</li> </ul>	<p>Through historical texts, maps, and documentaries.</p> <p><b>Assessment for Learning:</b> Research papers, presentations, map quizzes.</p>	<p>To understand the contributions of ancient civilizations to human development.</p>	<p>History, Anthropology.</p> <p>This <b>builds on:</b> Basic historical and anthropological knowledge.</p> <p>This <b>builds towards:</b> Understanding the complex history of human civilizations.</p>	<p>Research and present on an ancient civilization; Explore ancient history in the UAE regio</p>	<p>Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience</p>



# UAE MSC: KS4 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understand the importance of heritage and explore ways to preserve cultural and natural heritage</b>	Unable to explain the importance of heritage or identify ways to preserve it.	Basic understanding but struggles with differentiating or explaining ways to preserve heritage.	Understands the importance and can identify and explain different ways to preserve heritage.	Demonstrates deep understanding and can discuss the challenges and implications of heritage preservation.	Expertly analyzes and evaluates heritage preservation methods and their impact on society and environment.
<b>Understand and analyze the government, authority, and judiciary system in the UAE</b>	Unable to explain or analyze the government, authority, and judiciary system in the UAE.	Basic understanding but struggles with analysis or explaining different aspects.	Understands and can analyze the government, authority, and judiciary system in the UAE.	Demonstrates deep understanding and can discuss the evolution and implications of the UAE's political system.	Expertly analyzes and evaluates the UAE's political system and its role in the international arena.
<b>Explore historical developments leading up to the formation of the UAE</b>	Little to no understanding of historical developments leading up to the formation of the UAE.	Basic knowledge but has difficulty making connections or explaining historical developments.	Demonstrates good understanding of historical developments leading up to the formation of the UAE.	Displays a detailed understanding and can make connections between historical events.	Comprehensive and insightful understanding with ability to analyze historical developments in a global context.
<b>Understand and analyze the early development and history of the UAE post-formation</b>	Unable to explain or analyze the early development and history of the UAE post-formation.	Basic understanding but struggles with analysis or explaining different aspects.	Understands and can analyze the early development and history of the UAE post-formation.	Demonstrates deep understanding and can discuss the challenges and achievements of the UAE.	Expertly analyzes and evaluates the early development and history of the UAE, discussing its global impact.
<b>Design and critically evaluate a heritage preservation project</b>	Project lacks depth and understanding of heritage preservation.	Project shows some understanding but is lacking in depth or clarity.	Designs a well-structured heritage preservation project and evaluates its feasibility.	Designs an in-depth and insightful heritage preservation project, demonstrating extensive research.	Designs an exceptional heritage preservation project with expert understanding and critical analysis.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understand the concepts of economy and globalization</b>	Shows little or no understanding of the concepts.	Demonstrates a basic understanding of the concepts.	Demonstrates a clear understanding of the concepts.	Applies concepts in complex contexts.	Critically analyzes and evaluates economic and globalization concepts.
<b>Evaluate the benefits and costs of globalization</b>	Struggles to identify benefits or costs of globalization.	Identifies some benefits and costs of globalization.	Evaluates benefits and costs with some insight.	Provides detailed evaluations with examples.	Thoroughly analyzes and critically evaluates benefits and costs with deep insights.
<b>Comprehend the term 'inequality' and its implications</b>	Demonstrates little or no understanding of inequality.	Understands the basic meaning of inequality.	Clearly understands inequality and its implications.	Demonstrates a deep understanding of various aspects of inequality.	Critically analyzes various forms of inequality and their societal impact.
<b>Understand and assess the concept of Fair Trade</b>	Has difficulty understanding the concept of Fair Trade.	Understands the basic concept of Fair Trade.	Understands and assesses the importance of Fair Trade.	Assess Fair Trade critically with real-life examples.	Develops insightful evaluations and critiques on the global impact of Fair Trade.
<b>Analyze the ethical consequences of consumer choices and socially responsible investing</b>	Struggles to connect ethics with consumer choices or investments.	Recognizes ethical aspects of consumer choices and investments.	Analyzes ethical consequences with some examples.	Provides detailed analysis of ethical consequences in consumerism and investments.	Critically evaluates and proposes ethical strategies for consumer choices and investments.

# Key Professionals / Contact



Name	Designation	Email
Nicola Peacock	Assistant Principal / Head of Post-16	nicola.peacock@hisdubai.ae
Andrew Clifford	Senior Leader / HOD Mathematics	andrew.clifford@hisdubai.ae
Kellie Gilhooley	Senior Leader / Teacher of English	kellie.gilhooley@hisdubai.ae
Zareef Petkar	Senior Leader / HOD Innovation & Enterprise	zareef.petkar@hisdubai.ae
Thomas Adams	KS4 Progress Leader / Teacher of PE	thomas.adams@hisdubai.ae
Sharleen Whitney	HOD Inclusion	sharleen.whitney@hisdubai.ae
Clodhna Macsweeney	Inclusion Teacher	clodhna.macsweeney@hisdubai.ae
Abier Aly	HOD Arabic	abier.aly@hisdubai.ae
Samy Yousef	Teacher of Arabic A	samy.ismaeil@hisdubai.ae
Kholoud Jamous	Teacher of Arabic A	kholoud.jamous@hisdubai.ae
Amira Azab	Teacher of Arabic B	amira.azab@hisdubai.ae
Fahima Lebeibat	Teacher of Arabic B	fahima.lebeibat@hisdubai.ae
Ibtsam Omar	Teacher of Arabic B	ibtsam.omar@hisdubai.ae
Sahar Abdelwahab	Teacher of Arabic	sahar.abdelwahaba@hisdubai.ae
Chloe Davidson	Teacher of Art	chloe.davidson@hisdubai.ae
Amani Ahmed	Teacher of Art	amani.ahmed@hisdubai.ae
Kerri West	Subject Leader Drama	kerri.west@hisdubai.ae
Susannah Bull	HOD English	susannah.bull@hisdubai.ae
Emily Williams	Teacher of English	emily.williams1@hisdubai.ae
Jerdenne Wilson	Subject Leader Media / Teacher of English	jerdenne.wilson@hisdubai.ae
Claire Zanjani	HLTA	claire.zanjani@hisdubai.ae
Sheree Strickland	Subject Leader Geography	sheree.strickland@hisdubai.ae
Dominic Lenihan	Teacher of Geography / UAE Social Studies	dominic.lenihan@hisdubai.ae
James Pillar	Teacher of History / UAE Social Studies	james.pillar@hisdubai.ae
Ciaran Donnelly	Teacher of ICT / Business	ciaran.donnelly@hisdubai.ae
Hina Mirza	HOD Islamic	hina.mirza@hisdubai.ae
Arzak Ibrahim	Teacher of Islamic A	arzak.elbealy@hisdubai.ae
Emad Ibrahim	Teacher of Islamic A	emad.mohammed@hisdubai.ae
Sadia Perveen	Teacher of Islamic B	sadia.perveen@hisdubai.ae
Stuart Parker	Teacher of Mathematics	stuart.parker@hisdubai.ae
Natasha Desrayaud	Teacher of Mathematics	natasha.desrayaud@hisdubai.ae
Rebecca Day-Lewis	Teacher of Mathematics	rebecca.daylewis@hisdubai.ae
Jacqueline Lewis-Gorman	HOD MFL	jacqueline.lewisgorman@hisdubai.ae
Martin Kelly	Teacher of MFL	martin.kelly@hisdubai.ae

Mark Hughes	Teacher of Music	mark.hughes@hisdubai.ae
Laura Treliving	HOD Physical Education	laura.treliving@hisdubai.ae
Joanna Brandariz	KS3 Progress Leader / Teacher of Dance	joanna.brandariz@hisdubai.ae
Charlotte Pease	Head of Year 7 / Teacher of PE	charlotte.pease@hisdubai.ae
Alexander Tate	Director of Enrichment / Teacher of PE	alexander.tate@hisdubai.ae
Benjamin Rowan	Teacher of PE	benjamin.rowan@hisdubai.ae
Yassar Ali	HOD Science	yassar.ali@hisdubai.ae
Remi Ojenikoh	Teacher of Science	remi.ojenikoh@hisdubai.ae
Yasmin Boukersi	Teacher of Science	yasmin.boukersi@hisdubai.ae
Brogan Mckelvie	Teacher of Science	brogan.mckelvie@hisdubai.ae
Donna Young	Teacher of Psychology / IPQ Coordinator	donna.young@hisdubai.ae



**EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS**