



# HORIZON INTERNATIONAL SCHOOL



## YEAR 9 CURRICULUM BOOKLET

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EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS



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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 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'.

The curriculum is designed to give students a broad and balanced exposure to a wide variety of subjects and to develop their learning skills.

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
<p><b>Term 1:</b> <b>1.1</b> Identity</p> <p><b>1.2</b> Information Handling</p>	<p>This module will explore the concepts of identity and encompass various aspects of personal identity.</p> <p>This module will explore and focus on enhancing your ability to access, interpret, and communicate information in a variety of contexts</p>	<p><b>Who am I?</b></p> <p><b>UAE Link:</b> <b>Link with identify-exploring UAE- where they live and have grown up.</b></p> <p><b>How can I gather, evaluate and present information in an effective way?</b></p> <p><b>UAE link:</b> <b>Gather and present information on aspects of UAE culture.</b></p>	<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> <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>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to personal identity and Information handling</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 identity contributes to personal growth, self-awareness, and understanding of oneself and others</p> <p>To gain insight into gathering relevant and reliable information from various sources, such as books, articles, websites, and databases</p>	<p>This <i>provides an opportunity for collaboration</i> between English,, PSHE and Science</p> <p>This <i>provides an opportunity for collaboration</i> between English, ICT and business</p>	<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 <u>finalised</u> project to a <u>number of</u> 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>	<p>Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving</p>
<p><b>Term 2:</b> <b>2.1</b> Sport and Leisure</p> <p><b>2.2</b> Home Management</p>	<p>This module will explore a variety of sports and leisure activities to broaden their knowledge and understanding.</p> <p>This module will explore how to effectively manage a home environment.</p>	<p><b>How can I foster a positive lifestyle through engaging in sports and leisure activities ?</b></p> <p><b>UAE Link</b> <b>Explore the different leisure and sport activities available to use here in the UAE.</b></p> <p><b>How can I maintain a clean and organised home environment?</b></p> <p><b>UAE link:</b> <b>Linking it to my own home environment here in the UAE</b></p>	<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> <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>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Sport and Leisure and Home Management</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 insight into sport 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</p> <p>To learn how to effectively manage their living environment, make responsible choices, and take care of their personal space</p>	<p>This <i>provides an opportunity for collaboration</i> between PE and PSHE</p> <p>This <i>provides an opportunity for collaboration</i> between Science and ICT</p>	<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 <u>number of</u> 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>	<p>Critical thinking Literacy Numeracy Improving own learning and performance</p>

<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: Year 9 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>	1.3.2 أن يقرأ المتعلم نصوصاً متنوعة ويحلّلها ويقيّمها، ويحلّلها ويقيّمها، ويدمج الفكر المقدم في بناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية.  1.2.2 أن يحدد المتعلم الفكر الرئيسية والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسية والرسالة العامة أو الدروس المقدمة في النصوص الأدبية.	ما الضوابط التي تصنف النصوص من خلالها؟ ما أنواع النصوص حسب نوعها؟ كيف تفسر الكلمات باستخدام المعجم؟ كيف تسمو بأحلافك كي تكون عضواً صالحاً وفعالاً في مجتمعك؟  <b>UAE Link:</b> حرصت دولة الإمارات على أن يكون المجتمع فيها سعيداً، يشعر بقيمته في بناء المجتمع، يشعر بالعدل وعدم ظلمه من أي مؤسسة.	1.3.2 أن يقرأ المتعلم نصوصاً متنوعة ويحلّلها ويقيّمها، ويدمج الفكر المقدم في بناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية.  1.2.2 أن يحدد المتعلم الفكر الرئيسية والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسية والرسالة العامة أو الدروس المقدمة في النصوص الأدبية.	<a href="http://www.almaany.com/ar/dict/ar-ar/">http://www.almaany.com/ar/dict/ar-ar/</a>  1- استراتيجية التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان النص  2- استخدام الرابط الموجود بالأعلى للبحث عن معاني الكلمات الصعبة  2-ترك زمن محدد في الحصص للقراءة الصامتة .  - استراتيجية المناقشة والحوار حول المقال بصورة عامة  - أعمق فهمي استنتاج الأفكار-خصائص كل نص - الأدلة التي ساقها الكاتب في كل نص ( من النماذج الموجودة (المقارنة).  استخدام استراتيجية سكرن في صياغة أسئلة التفكير الناقد.  - نشاط إبداعي عن طريق كتابة نصا من إبداعك موظفا عناصره  - نشاط التحدي عن طريق المقارنة بين نص ونص آخر	– أن يحدد المتعلم الفكر الرئيسية والتفاصيل، أو الرسالة العامة.  – أن يحدد جوانب معينة من النص الأدبي، ويفهمها، ويحلل عناصر النص، واختيار المؤلف للكلمات والأساليب.  – كما يعزز عند الطالب معرفة استنتاج الفكرة الرئيسية والفرعية للنصوص، والرسالة العامة من النص.	يعزز معرفة الطالب بأنواع النصوص المختلفة حسب النوع؛ مما يساعده في التفريق بين النصوص، ومعرفة نوع كل نص. كما يستعد أيضاً في كتابة أي نص يطلب منه سواء أكان نصاً ملوحيّاً أو سردياً أو وصفيّاً إلى غير ذلك.  - كما يعزز عند الطالب معرفة استنتاج الفكرة الرئيسية والفرعية للنصوص، والرسالة العامة من النص.	صمم مخططاً عن أنواع النصوص التي تعلمتها.	الحصف الذهني التفكير الإبداعي الرابط بالواقع الرابط بالمواد الأخرى الرابط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني

المصنف الذهني  
التفكير الإبداعي  
الربط بالواقع  
الربط بالمواد الأخرى  
الربط بالوثيقة الوطنية حل  
المشكلات  
التفكير الناقد  
التعلم التعاوني

ابحث عن بعض أقوال الشيخ زايد  
عن حسن الخلق والمعاملة مع  
الناس.

استراتيجية الربط بالمواد الأخرى ويتم عن  
طريق أسئلة ربط النص بالإسلاميات  
والدراسات الاجتماعية وعن طريق  
الاستدلال بآيات وأحاديث وحكم وشعر من  
التراث يتوافق مع ما جاء في النص  
-الربط بين الدرس والثقافة الإماراتية  
والحياة العملية.

3.1.2.2

يُحدّد المتعلّم الخصائص الفنية التي تميز  
الرواية من القصة القصيرة والمسرحية  
وفن السيرة، موضحاً ما يميز به كل نوع.

4.1.2.2

يحلّل المتعلّم نصّاً نثرياً (رواية، قصة  
قصيرة، مسرحية) إلى عناصره الفنية،  
موضحاً فكرته، كائناً تلخيصاً عنه،  
مستخدماً الثقافة في نشر ما كتبه عبر  
مواقع التواصل الاجتماعي على الشبكة  
المعلوماتية.

1- نشاط التعليم المباشر: عن طريق السؤال  
والجواب بما يوجيه عنوان القصة، أو

2- استراتيجية نحو النص: شاهد – فكر – انقد عن  
طريق عرض صور لها علاقة بالدرس والسؤال عنها  
شفوياً وذلك لاستثمار الصور لتوضيح عنوان الدرس

3- استراتيجية مهارة البحث عن خصائص الشعر  
موقع ويكيبيديا.

<https://ar.wikipedia.org/wiki>

4- استراتيجية المهارة القرائية: حيث يقرأ الطالب  
القدوة ثم الباقي ويراعي في القراءة التعبير والانفعال  
والتنظيم وبإمكان المعلم إسماع الطلاب النص  
موظفا الوسائط السمعية والبصرية.

6- استراتيجية الفهم العام للنص: عن طريق أسئلة  
شفوية وعصف ذهني حول النص والعاطفة والعصر  
الذي قيلت فيه

7- استراتيجية أعمق فهمي: وذلك عن طريق التعلم  
التعاوني ويتم فيها تقسيم الطلاب إلى مجموعات  
وتقوم كل مجموعة بمهمة المجموعة الأولى عمل  
بطاقة تعريف بالشاعر، والثالثة القيم الواردة بالنص،  
والرابعة البلاغة، والتذوق وبعدها تعرض كل  
مجموعة ثم التعليق من المعلم.

8-نشاط إبداعي استقصى بعيدا عن النص وذلك عن  
طريق أسئلة التفكير الناقد

البحث في موقع المعاني لتفسير المفردات وعمل  
معجم النص .

[http://www.almaany.com/ar/dict/a](http://www.almaany.com/ar/dict/ar-ar/)  
[r-ar/](http://www.almaany.com/ar/dict/ar-ar/)

كيف تحيا حياة سعيدة؟

ما أهم الأخلاق التي يجب التمسك  
بها كي يصبح المجتمع راقياً  
متماسكاً؟

ما أهم الأخلاق في نظرك التي  
بدونها يصبح المجتمع يعيش وكلته  
في غابة؟

لماذا برايك يعيش المجتمع في دولة  
الإمارات سعيداً راقياً متماسكاً؟

يحلل المتعلم  
النص الشعري،  
مع تحديد الدلالات  
الإيحائية  
والمجازية في  
النص.  
أن ينثر الطالب  
النص الشعري  
بأسلوبه.  
أن يحدد المتعلم  
الفكرة الرئيسة  
والأفكار الفرعية  
في النص.

Term 2:

بأخلاقنا  
ننمو

المصنف الذهني  
التفكير الإبداعي  
الربط بالواقع  
الربط بالمواد الأخرى  
الربط بالوثيقة الوطنية حل  
المشكلات  
التفكير الناقد  
التعلم التعاوني

ابحث عن أشعار للإمام الشافعي أو غيره  
تحدث عن الأخلاق الحسنة وأهميتها  
للإنسان والمجتمع.  
ما المشترك بين القيم الإماراتية والقيم  
التي وردت في الرواية؟  
ما القيم التي وردت في الرواية وأكد عليه  
ديننا الإسلامي؟

3.1.2.2  
يحدّد المتعلّم الخصائص الفنية التي  
تميز الرواية من القصة القصيرة  
والمسرحية وفن السيرة، موضحاً ما يميز  
به كل نوع.  
يحلّل المتعلّم نصّاً نثرياً (رواية، قصة  
قصيرة، مسرحية) إلى عناصره الفنية،  
موضحاً فكرته.  
ما المقارنة بين القصة والرواية في الأدب العربي  
- نشاط كتابي  
-- إجراء اختبار ختامي قصير للتأكد من مستوى  
التعلم لدى الطلاب من خلال ورقة عمل أو لعبة

البحث في موقع المعاني لتفسير المفردات.  
<http://www.almaany.com/ar/dict/a-r-ar/>  
1- يتم عرض فيديو للتمهيد للرواية ومناقشة  
الطلاب فيه  
2- تحضير الطلاب للفصول قبل الحصة  
3- الفهم العام من خلال المناقشة والحوار  
والعصف الذهني حول ما جاء في القصة  
4- أعمق فهمي عن طريق تقسيم الطلاب الى  
مجموعات وتناقش حول (أحداث الفصول -  
والفكر الواردة - الشخصيات - معجم القصة -  
توقعك عن الأحداث القادمة - نقد فصول الرواية)  
- باستخدام استراتيجية (سكانر) استخدام أسئلة  
التفكير الناقد  
5- المقارنة بين القصة والرواية في الأدب العربي  
- نشاط كتابي  
6- إجراء اختبار ختامي قصير للتأكد من مستوى  
التعلم لدى الطلاب من خلال ورقة عمل أو لعبة

\* يتعرف المتعلم تقنيات السرد والوصف والحوار  
في الكتابة القصصية، مميّزاً بينهم..- أن يكتب  
تلخيصاً عن الفصول 1-2 موضحاً فكرتها.  
-يحدّد الخصائص الفنية التي تميّز الرواية من  
القصة والمسرحية وفن السيرة.

1.3.2  
ما الفرق بين القصة والرواية؟  
وهل تحب قراءة القصص أم  
الروايات؟  
وما أعظم وأهم ما تعلمته مما قرأت  
مؤخراً؟  
أن يقرأ المتعلّم  
نصوصاً متنوعة  
ويحلّلها ويقيّمها،  
ويدمج الفكر  
المقدمة فيها؛ لبناء  
معرفة وفهم  
جديدين عن الفكرة  
المحورية، والرسائل  
المتضمنة في  
الأعمال الأدبية.  
1.1.2  
أن يحدد المتعلم  
جوانب معينة في  
النصوص الأدبية  
وفهمها ويحلل  
عناصر النص  
وخيارات المؤلفين  
في اختيار الكلمات  
والإساليب الأدبية  
المناسبة  
لنصوصهم  
1.2.2  
أن يحدد المتعلم  
الفكر الرئيسية  
والتفاصيل  
المساندة التي  
تسهم في توضيح  
الفكرة الرئيسية  
والرسالة العامة أو  
الدروس المقدمة  
في النصوص  
الأدبية

**Term 3:**  
**حسن الخلق**



# Arabic A: Year 9 Success Criteria

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 الشخصيات من خلال أفكارها وأقوالها وأفعالها.</p>	<p>يتتبع السرد والوصف والحوار في القصة، موضحا وظائفها التي تؤديها في النص.</p>	<p>يقارن بين نصين أدبيين (قديم/حديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب.</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>يكتب نصوصا تحكس وجهة نظر متماسكة، وأدلة منطقية.</p>	<p>يكتب نصوصا تحكس وجهة نظر متماسكة، وأدلة منطقية، ويدعم وجهة نظره باقتباسات وآراء أصحاب الاختصاص.</p>	<p>يكتب سيرا ذاتية أو غيرية، ونصوصا سردية مطبقا استراتيجيات السرد والوصف والحوار.</p>	<p>يكتب استجابات شخصية للنصوص الأدبية التي يقرأها، مظهرا تفسيراً وتحليلاً لأبعاد النص.</p>	<p>يكتب نصوصا إقناعية، مقدما وجهة نظر في قضية أو موضوع، مدعومة بأدلة داعمة.</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 المناسبة، معتمدا على تنوع الجمل اللغوية التي تناسب الموقف، مظهرا فهمه للموضوع، مستخدما اللغة العربية الصحيحة.</p>	<p>يعد وينشئ قصة ويقدمها مستخدما عناصر القصة الأساسية، ومبرزا المكان والحكمة، ومستخدما آليات الكلام المتضمنة: ضبط التلخيص ووضوح الصوت والاتصال البصري.</p>	<p>يقدم المعلم متعاوناً مع زميل له عرضاً تقديمياً عن تطور الأحداث في قصة مقرر، مبدياً رأيه، وداعماً له بالأدلة.</p>	<p>يستخدم مستقلاً محتويات وسائل الإعلام الرقمي، والرسومات المرئية للبيانات لمناقشة حدث تاريخي.</p>
<p>مهارة الاستماع</p> <p>يحدد مضمون النص المسموع، والفكرة الرئيسية، والأفكار الفرعية، ويحلل المادة المسموعة، محددا العلاقات بين أجزاء النص، مفاضلاً بين الآراء.</p>	<p>يخمن معاني الكلمات غير المعروفة في النص المسموع.</p>	<p>يخمن معاني الكلمات غير المعروفة في النص المسموع، محددا الإيماءات والإشارات وتعبيرات الوجه التي وظفها المتحدث لتلبية المعاني والأحاسيس.</p>	<p>يحدد معاني العبارات الواردة في النص المسموع، والرسائل المضمنة.</p>	<p>يحلل المادة المسموعة كالمقال، محددا العلاقات بين أجزاء النص، مفاضلاً بين الآراء.</p>	<p>يسمع إلى نص يتضمن آراء متعددة عن موضوع يتصل بقضية اجتماعية - وطنية - إنسانية موازنًا بين آراء المتحدثين مبدياً رأيه بصراحة وموضوعية.</p>
<p>مهارة القواعد</p> <p>يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداماً صحيحاً.</p>	<p>يتعرف المفعول له والأسماء الخمسة، ويبريها ويوظف المفعول له في جملة واحدة من عنده، ويوظف اسمين من الأسماء الخمسة في جملتين.</p>	<p>يتعرف المفعول له والأسماء الخمسة، ويبريها ويوظفها، المفعول له في جملتين، ويختار ثلاثة أسماء من الأسماء الخمسة ويوظفها في ثلاث جمل من عنده.</p>	<p>يتعرف المفعول له والأسماء الخمسة، ويبريها ويوظفها، يوظف المفعول له والأسماء الخمسة في فقرة من عنده لا تقل عن 30 كلمة.</p>	<p>يتعرف المفعول له والأسماء الخمسة، ويبريها ويوظفها، يوظف المفعول له والأسماء الخمسة في فقرة من عنده لا تقل عن 40 كلمة.</p>	<p>يتعرف المفعول له والأسماء الخمسة، ويبريها ويوظفها، يوظف المفعول له والأسماء الخمسة في فقرة من عنده لا تقل عن 50 كلمة.</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: Year 9 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>Media and social media</b>	To distinguish the media according to their types	<b>What are the advantages and disadvantages of media?</b>  <u>UAE Link:</u> <b>Students are looking for the most famous broadcaster and journalist in the Emirates Who is the Minister of Information?</b>	<ul style="list-style-type: none"> <li>To understand a text written about the media</li> <li>Distinguish the media according to their types</li> <li>Explain the advantages and disadvantages of the media</li> <li>To explain the reasons for choosing a type of media, using expressions that indicate opinion</li> <li>To give advice on how to use media</li> </ul>	Through learning new vocabulary, dialogue, discussion with students and brainstorming using critical thinking and collaborative skills  <b>Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback</b> <b>Summative Assessment: final assessment</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To write a letter for an official form for the responsibility of the Media	This <b>leads to</b> gaining a deeper understanding of the market and shopping  This <b>provides an opportunity to collaborate</b> with computer science and English	<ul style="list-style-type: none"> <li>Design a simple template for informational material, such as a program idea, a media report, or a journal article</li> <li>Create a descriptive text about his favourite media</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b> <b>Career and professions</b>	This unit will explore jobs qualifications that must be available for each job	<b>What is your job that would you like it in the future?</b>  <u>UAE Link:</u> <b>Exploring The UAE is a safe country, so it has many different nationalities and cultures and provides many jobs in the labour market</b>	<ul style="list-style-type: none"> <li>To show understanding of a text containing information about a job</li> <li>To compare one job to another using the method of preference with inclination to a specific job, mentioning the reasons for preference</li> <li>To design an advertisement for a job vacancy in one of the places, showing clear details about this job</li> <li>To write a text that tells about the most prominent jobs after fifty years and the jobs that will disappear from the labor market</li> </ul>	Through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming using critical thinking and collaborative skills  <b>Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback</b> <b>Summative Assessment: final assessment</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understanding a text containing job information to answer the question and express an opinion on a case related to a job using expressions of opinion	This <b>builds on</b> your existing knowledge of jobs  This <b>provides an opportunity for collaboration</b> between Geography and French	<ul style="list-style-type: none"> <li>Designing an advertisement for a job vacancy in one of the places, showing clear details about this job</li> <li>Designing a resume</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
<b>Term 3:</b> <b>Famous celebrities around the world</b>	This unit will explore Famous celebrities around the world	<b>What are the UAE famous celebrities?</b> <b>What are the famous fields?</b> <b>What personal and physical characteristics?</b> <b>How did Sheikh Zayed affect the development of life in the Emirates?</b> <b>Express your opinion of famous characters ?.</b>  <u>UAE Link:</u> Explain the impact of Famous celebrities on Emirati society.	<ul style="list-style-type: none"> <li>To read and explain a readable text about a famous celebrity</li> <li>To read, explain and identify the elements of autobiography</li> <li>To analyse a text linguistically and informationally</li> </ul>	Through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming , using critical thinking and collaborative skills  <b>Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback</b> <b>Summative Assessment: final project with assignment</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To read and explain a readable text about a famous celebrity	This <b>builds on</b> your existing knowledge about the description of the characters in the stories  This <b>provides an opportunity for collaboration</b> between English and History	<ul style="list-style-type: none"> <li>Designing videos about famous celebrity</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience



# Arabic B: Year 9 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>Evaluate 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 / Textiles: 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 / Textiles: Year 9 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>	Fine Art using mixed media Start word 'Mood' Student to be able to communicate a thought or feeling through their artwork	<b>What are you mood are you communicating through your artwork?</b>  <b>UAE Link:</b> Cultural social Moral Education, Equality, fairness and justice through art	<ul style="list-style-type: none"> <li>To understand how colours effect mood.</li> <li>To develop artist analysis using Edward hooper as the inspiration.</li> <li>To understand how to mix tints and tones affect colour</li> <li>To understand how the use</li> <li>To understand how to set a scene in photography and how lighting can change the 'mood'</li> <li>To present a personal and meaningful response.</li> </ul>	Through exploring the artist, Edward Hooper. Students will develop their understanding of artist analysis and colour theory in relation to mood.  <b>Assessment for Learning:</b> How have you used the Artist to inform your own ideas. How have you mixed tints and tones to portray 'mood' How have you used the grid method to ensure accuracy when drawing and painting. <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how to respond to the world around you and present a personal and meaningful response to the start word; mimicking an art exam. To develop knowledge of the Art Formal Elements and applying it to their own original ideas.	This <b>builds on</b> Fine art skills in previous SOL. E.g grid method , colour theory, photography  This <b>builds towards</b> independence as all students will present their own personal response  This <b>provides an opportunity for collaboration</b> between Artists / photographers/ digital editors between the class	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Analyse</li> <li>Making</li> <li>Artist research</li> <li>Art history</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Analysis Contextual research Colour theory Observational drawing Photography Research Design Thinking
<b>Term 2:</b>	Textiles 'Texture' Students to make and create an A2 board with a variety of different samples of fabric and paper textures	<b>How to create texture using fabric manipulation.</b>  <b>UAE Link:</b> Cultural social Moral Education, Equality, fairness and justice through art	<ul style="list-style-type: none"> <li>How to draw Texture using the formal elements</li> <li>To develop confidence using fabric manipulation on the sewing machines.</li> </ul>	Through exploring the sewing machine features, how it can be used in traditional and nontraditional ways. Students will create a textures board with a variety of different samples on  <b>Assessment for Learning:</b> How have the student experimented with fabric manipulation How have they communicated texture through drawing and mixed media. <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight and to think deeply about how textures in Artwork is created through the formal elements. To explore a variety of different ways embroidery and the sewing machine can be used outside the traditional methods of construction of clothing.	This <b>builds on</b> embroidery techniques learnt in previous SOL. It also builds confidence using the sewing machine to create a variety of techniques  This <b>builds towards</b> problem solving ad fine motor skills  This <b>provides an opportunity for collaboration</b> between students	<ul style="list-style-type: none"> <li>Analyse</li> <li>Design</li> <li>Fashion design</li> <li>Pattern cutting</li> <li>Interior design</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
<b>Term 3:</b>	Project building with a timeframe to mimic IGCSE. Start word "Light and Dark"  Developing pathways for IGCSE choices	<b>How can you independently develop a project from a start word. Students to develop their own art specialism (fine art , textiles, 3d)</b>  <b>UAE Link:</b> Cultural social Moral Education, Equality, fairness and justice through art. Perspective from around the world. Cultures and societies we live in.	<ul style="list-style-type: none"> <li>To understand how to develop a project from the start word.</li> <li>To develop your own personal and meaningful response through your chosen media.</li> <li>To research and respond to working artists and the world around you.</li> </ul>	Through exploring working artists and seeing a variety of ways in which you can communicate your idea. E.g 3D, Fine Art, Textiles, Fashion.  <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? <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with techniques and process developed from KS3. E.G Clay, Wire, sewing , painting , printing. To inform their own ideas.	This <b>builds on</b> mastering of chosen art pathway  This <b>builds towards</b> independence and project/ coursework building for KS4  This <b>provides an opportunity for collaboration</b> between students and working Artists to visually see how their work can influence others	<ul style="list-style-type: none"> <li>Design</li> <li>Develop</li> <li>Researching</li> <li>Exhibitions</li> <li>Film</li> <li>Photography</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience



# Art / Textiles: KS3 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 repones 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.



# 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
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**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



# Dance: Year 9 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> <b>Hurricane</b>	To learn and appreciate Contemporary Dance and to learn repertoire from Christopher Bruce's 'Hurricane'.	<b>How professional dance can inform your work?</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To explore contemporary dance</li> <li>To explore how politics can be used to influenced dance</li> <li>To develop choreographic devices such as Merce Cunningham's 'Chance' Technique</li> </ul>	<p>Through exploring political topics such as the story of Ruben 'Hurricane' Carter</p> <p>Through exploring a variety of cultures and dances and through working collaboratively in an international school</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement</p> <p><b>Summative Assessment:</b> final filmed professional performance (solo and group) and evaluative response</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand why politics can be used as stimuli</p> <p>To further develop correct dance technique</p> <p>To create and perform as a soloist</p>	<p>This <b>builds on</b> your dance technique and understanding of contemporary dance</p> <p>This <b>builds towards</b> more refined movement and selection of actions</p> <p>This <b>provides an opportunity for collaboration</b> between Social Studies, History, English and Music.</p>	<ul style="list-style-type: none"> <li>Watch the Hurricane film</li> <li>Research Ruben Carter</li> <li>Read Carter's autobiography</li> <li>Look at other works by Bruce or from a political stimuli.</li> </ul>	<p>Critical thinking</p> <p>Analysis</p> <p>Creativity</p> <p>Collaboration</p> <p>Research</p> <p>Adaptability</p> <p>Resilience</p> <p>Problem Solving</p> <p>Exploration</p>
<b>Term 1b:</b> <b>Beat it</b>	Professional repertoire from Beat it and its links to other professional works such as Romeo and Juliet and West Side Story.	<b>How does classical work influence modern dance?</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To explore Hip Hop dance through professional repertoire</li> <li>To develop whole class choreography using a variety of stimuli</li> </ul>	<p>Through exploring a range of performances that link together and by understanding how these become post-modern pieces of work</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement</p> <p><b>Summative Assessment:</b> final filmed professional performance (solo and group) and evaluative response</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To be able to develop work</p> <p>To use historical pieces of performance and modernize them</p>	<p>This <b>builds on</b> your previous knowledge of hip hop, contemporary and choreography</p> <p>This <b>builds towards</b> being able to use historical works to inform KS5 work</p> <p>This <b>provides an opportunity for collaboration</b> between English, Drama and History</p>	<ul style="list-style-type: none"> <li>Watch the films associated</li> <li>Read Romeo and Juliet or Shakespeare plays</li> <li>Use other historical texts/plays that link to modern dance</li> </ul>	<p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Creativity</p> <p>Problem Solving</p>
<b>Term 2b:</b> <b>The Hand Jive</b>	Actions from 1950's Rock n Roll and the history of Rock n Roll within dance and culture	<b>Why 1950's Rock n Roll is an important part of dance culture.</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To learn dance actions relevant to Rock n Roll</li> <li>To perform in complete unison as a class</li> <li>To further explore contact work within dance</li> <li>To work exclusively with a partner to build a duo relationship</li> </ul>	<p>Through exploring a variety of dance actions</p> <p>Through working in duo building trust and resilience</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement</p> <p><b>Summative Assessment:</b> final filmed professional performance (duo, with whole class aspects) and evaluative response</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand how dance has been a part of history and the context of 1950's culture</p> <p>To see the development in dance actions and styles over the years</p> <p>To be able to work in genres of dance</p> <p>To be understand the responsibility of working in a small partnership in preparation for GCSE.</p>	<p>This <b>builds on</b> your performance skills, choreography and experience from Year 8 Lindy Hop</p> <p>This <b>builds towards</b> duet choreography, lifting and duet performances</p> <p>This <b>provides an opportunity for collaboration</b> between History and Performing Arts</p>	<ul style="list-style-type: none"> <li>Explore more era-based dances</li> <li>Join dance club</li> <li>Perform in stage/ in assembly</li> <li>Research the 1950's in music context</li> <li>Explore other musicals in the same era.</li> </ul>	<p>Technical skills</p> <p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Creativity</p> <p>Problem Solving</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 2b:</b> <b>1970's Disco</b>	Actions from 1970's disco and the history of disco within dance	<b>Why 1970's disco is an important part of dance culture.</b>  <b>UAE Link:</b> <b>Character and Morality, Community, Being an active citizen, Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To learn dance actions relevant to disco</li> <li>To perform in complete unison as a class</li> <li>To be able to showcase competitive and performance style dance</li> </ul>	<p>Through exploring a variety of dance actions.</p> <p>Through exploring the competitive nature of dance</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement</p> <p><b>Summative Assessment:</b> final filmed professional performance (duo and group) and evaluative response</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand how dance has been a part of history</p> <p>To see the development in dance actions and styles over the years</p> <p>To be able to work in genres of dance</p> <p>To be able to use resilience in a competitive setting</p>	<p>This <b>builds on</b> your performance skills, choreography and movement memory</p> <p>This <b>builds towards</b> performance on stage and competitive dance</p> <p>This <b>provides an opportunity for collaboration</b> between History and Performing Arts</p>	<ul style="list-style-type: none"> <li>Explore more era-based dances</li> <li>Join dance club</li> <li>Perform in stage/ in assembly</li> </ul>	<p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p>
<b>Term 3a:</b> <b>Performing Arts Collaboration</b>	To use the Performing Arts and mixed Media to showcase all of your skills	<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 use all the Performing Arts to create a final group performance showcasing all of your skills</li> <li>To be able to select and apply skills that play to the strengths of your groups</li> </ul>	<p>Through exploring collaboration and reflecting on your mastered skills in the arts.</p> <p>By developing use of music and film editing.</p> <p><b>Assessment for Learning:</b> self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement</p> <p><b>Summative Assessment:</b> final film and evaluative response</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To showcase your mastered skills in Performing Arts</p> <p>To develop skills moving into GCSE</p> <p>To use collaboration within your work</p>	<p>This <b>builds on</b> previous knowledge of the arts</p> <p>This <b>builds towards</b> KS4 and GCSE curriculums</p> <p>This <b>provides an opportunity for collaboration</b> between Music, Drama and Media</p>	<ul style="list-style-type: none"> <li>Research films that link to the stimuli</li> <li>Develop storyboards</li> <li>Explore editing software</li> </ul>	<p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Adaptability</p> <p>Resilience</p>



# Dance: Year 9 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: Physical Skills:</b> actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation	I am able to perform in dances using a few of these skills in a limited way	I am able to perform in dances using some of these skills in a sound manner	I am able to perform in dances using most of these skills in an effective manner	I am able to perform in dances using the majority of these skills in a proficient manner	I am able to perform dances using all these skills in a confident and exemplary manner
<b>Performance: Technical Skills:</b> accurate action, timing, dynamic rhythmic and spatial content, stylistically accurate reproduction of movement, correct alignment	I am able to perform in dances using a few of these skills in a limited way	I am able to perform in dances using some of these skills in a sound manner	I am able to perform in dances using most of these skills in an effective manner	I am able to perform in dances using the majority of these skills in a proficient manner	I am able to perform dances using all these skills in a confident and exemplary manner
<b>Choreography: Choreographic Devices:</b> repetition, contrast, transitions, highlights, climax, manipulation of number, unison and canon	I am able to choreograph dances using a few of these devices to produce an outcome that is limited	I am able to choreograph dances using some of these devices to produce a sound outcome	I am able to choreograph dances using most of these devices to produce an effective outcome	I am able to choreograph dances using the majority of these devices to produce a proficient outcome.	I am able to choreograph dances using all of these devices to produce an outstanding outcome
<b>Choreography: Choreographic Processes:</b> research, selection, development, structuring, refining	I am able to choreograph dances using a few of these processes to produce an outcome that is limited	I am able to choreograph dances using some of these processes to produce a sound outcome	I am able to choreograph dances using most of these processes to produce an effective outcome	I am able to choreograph dances using the majority of these devices to produce a proficient outcome.	I am able to choreograph dances using all of these processes to produce an outstanding outcome.
<b>Dance Appreciation: Use of appropriate dance terminology and/or subject specific language</b>	I am able to use dance vocabulary on a few occasions to produce a limited response	I am able to use some dance vocabulary to produce a sound response	I am able to use dance vocabulary most of the time to produce a good response	I am able to use dance vocabulary the majority of the time to produce a proficient response	I am able to use dance vocabulary consistently to produce an exemplary response
<b>Dance Appreciation: Critically appreciate own dances through describing, analysing, interpreting, evaluating and reflecting</b>	I am able to appreciate own dances using a few of the skills to produce a limited response	I am able to appreciate own dances using some of the skills to produce a sound response	I am able to appreciate own dances using most of the skills to produce a good response	I am able to appreciate own dances using the majority of the skills to produce a proficient response	I am able to appreciate own dances using all of the skills to produce an exemplary response

# 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: Year 9 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>	This unit will explore contemporary theatre practice and the theatre practitioner Berkoff.	<b>How can physical theatre skills develop our confidence &amp; collaboration skills?</b>  <b>UAE Link:</b> Students will develop humility and gratitude in the rehearsal process with peers.	<ul style="list-style-type: none"> <li>To develop spatial awareness and body language in performance.</li> <li>To take creative risks in the rehearsal process.</li> <li>To experiment with physical and vocal choices in performance.</li> <li>To develop skills as a member of an ensemble.</li> </ul>	Through exploring the physical theatre style of Berkoff in practical workshops leading to a group performance.  <b>Assessment for Learning:</b> Self and peer assessment Drama portfolio - performance work is filmed in the rehearsal process. Audience feedback tasks. <b>Summative Assessment:</b> Scripted performance	To gain insight into different styles of performance & develop confidence and communication skills.	This <b>builds on</b> prior understanding of drama techniques and devices.  This <b>builds towards</b> students being able to understand different perspectives on theatre.  This <b>provides an opportunity for collaboration</b> between music, english and technology.	<ul style="list-style-type: none"> <li>Create and perform drama.</li> <li>Director's toolkit cards</li> <li>Use of projection in theatre.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
<b>Term 2:</b>	This unit will explore bringing a play-text from page to stage from the perspectives of designers, actors and directors.	<b>How can directing, designing and acting choices impact a performance?</b>  <b>UAE Link:</b> Students will compare and contrast the staging of productions in the UAE.	<ul style="list-style-type: none"> <li>To explore the different roles in theatre &amp; understand how they contribute to an artistic intention.</li> <li>To understand how to bring a play from page to stage in creative ways.</li> <li>To present a design, acting or director pitch to a live audience.</li> <li>To analyse and evaluate design choices in a production.</li> </ul>	Through exploring a range of theatre roles and staging a script extract.  <b>Assessment for Learning:</b> Self and peer assessment Drama portfolio - Performance work filmed in the rehearsal process. Audience feedback tasks <b>Summative Assessment:</b> Individual design or performance presentation.	To gain insight into different theatre roles and how to apply creative thinking to design and stage theatre.	This <b>builds on</b> students experience with reading and staging drama.  This <b>builds towards</b> students understanding the different roles in theatre.  This <b>provides an opportunity for collaboration</b> between the performing arts, art, English and technology.	<ul style="list-style-type: none"> <li>Group performance project</li> <li>Drama Padlet - Trestle theatre resources</li> </ul>	Critical thinking Design thinking Analysis Collaboration Inquiry Research
<b>Term 3:</b>	Theatre Practitioners - This unit will explore epic theatre & the work of influential theatre practitioner Bertolt Brecht.	<b>How can theatre be used to make the audience think about the world around us?</b>  <b>UAE Link:</b> Collaborative tasks will support the development of tolerance and respect as an islamic value.	<ul style="list-style-type: none"> <li>To gain insight into a key theatre practitioner and their methodology.</li> <li>To explore the role of the audience in theatre.</li> <li>To use current world events as a stimulus for drama.</li> <li>To analyse and evaluate physical and vocal choices in performance.</li> </ul>	Through exploring.....  <b>Assessment for Learning:</b> Self and peer assessment Drama portfolio - Performance work filmed in the rehearsal process. Audience feedback tasks <b>Summative Assessment:</b> This assessment will assess how effectively students have developed their understanding of the topic	To develop an understanding of theatre history and an influential theatre practitioner. This unit will enhance your creative writing skills and your ability to communicate ideas in unique ways for an audience.	This <b>builds on</b> earlier exploration of a theatre practitioner.  This <b>builds towards</b> students being able to direct, script and perform impactful theatre.  This <b>provides an opportunity for collaboration</b> between art, design, music and humanities.	<ul style="list-style-type: none"> <li>Script writing and creating drama in a group project.</li> <li>Wider reading into Verbatim theatre.</li> </ul>	Critical thinking Design thinking Analysis Collaboration Inquiry Research



# Drama: Year 9 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Apply physical theatre skills to my own character and ensemble work in the performance of a script.</b>	Mastery of physical theatre techniques, exhibiting creativity and originality. Sets a new standard for physicality in performance.	Mastery of physical theatre techniques, exhibiting creativity and originality. Sets a new standard for physicality in performance.	Mastery of physical theatre techniques, exhibiting creativity and originality. Sets a new standard for physicality in performance.	Mastery of physical theatre techniques, exhibiting creativity and originality. Sets a new standard for physicality in performance.	Mastery of physical theatre techniques, exhibiting creativity and originality. Sets a new standard for physicality in performance.
<b>Performing as part of an ensemble in a piece of physical theatre.</b>	Struggles to collaborate effectively with the ensemble. Limited contribution to group dynamics. Difficulty in maintaining focus within the ensemble.	Occasionally collaborates effectively with the ensemble but may lack consistency. Shows some contribution to group dynamics. Maintains focus within the ensemble, but with occasional lapses.	Collaborates seamlessly with the ensemble, contributing positively to group dynamics. Maintains consistent focus and engagement within the ensemble.	Demonstrates strong leadership within the ensemble, fostering a harmonious and dynamic group dynamic. Maintains unwavering focus within the ensemble.	Exemplary ensemble work, setting a standard for collaboration. Displays exceptional leadership, enriching group dynamics. Exceptional focus and engagement within the ensemble.
<b>Developing a character in the style of Berkoff</b>	Limited or no understanding of Berkoff's style of character. Struggles to develop a Berkoffian character for performance.	Limited understanding of Berkoff's style of character. Attempts to develop a Berkoffian character but with inconsistencies or not true to the style of performance.	Adequate understanding of Berkoff's style of character. Successfully develops a Berkoffian character with some depth and conviction.	Demonstrates a strong grasp of Berkoff's style of character. Develops a compelling and authentic Berkoffian character	Develops a compelling and authentic Berkoffian character. Exceptional understanding of Berkoff's style of character. Creates a Berkoffian character with depth, nuance, and originality.
<b>Interpreting a Script</b>	Struggles to interpret and bring a character to life from the script. Limited or no character development.	Shows some ability to interpret a script and bring a character to life, but with gaps in understanding or execution. Basic character development evident.	Competently interprets a script and brings a character to life from the page to the stage. Solid character development demonstrated.	Demonstrates a strong ability to interpret a script and breathe life into a character. Convincing character development evident.	Exceptionally interprets a script, masterfully bringing a character to life with depth, authenticity, and originality.
<b>Analysing and Evaluating Physical Theatre</b>	Limited or no ability to analyse or evaluate physical theatre.	Shows some ability to analyse and evaluate physical theatre but with gaps in understanding or application.	Competently analyse and evaluates physical theatre, providing insightful observations.	Demonstrates a strong ability to analyse and evaluate physical theatre, offering in-depth insights and critiques.	Exceptionally analyse and evaluates physical theatre, providing comprehensive and sophisticated observations and critiques.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Interpreting a Scene with Creative Thinking</b>	Struggles to interpret the scene as written, lacks creative insights.	Attempts to interpret the scene with limited creative thinking. Some creative ideas may be present but lack depth.	Competently interprets the scene with creative thinking, offering insightful and imaginative interpretations.	Demonstrates a strong ability to interpret the scene creatively, providing original and thought-provoking insights.	Exceptionally interprets the scene with exceptional creative thinking, offering innovative and groundbreaking interpretations.
<b>Responding as a Designer</b>	Fails to respond effectively as a designer. Lacks artistic intentions for the scene.	Attempts to respond as a designer but with limited clarity in artistic intentions.	Competently responds as a designer, creating clear and artistic intentions for the scene.	Demonstrates a strong ability to respond as a designer, with artistic intentions that enhance the scene's impact.	Exceptionally responds as a designer, creating artistic intentions that transform the scene into a powerful and captivating experience.
<b>Experimenting with Creative Ideas</b>	Lacks experimentation with creative or alternative ideas.	Makes limited attempts to experiment with creative or alternative ideas.	Successfully experiments with creative and alternative ideas, contributing to scene enhancement.	Demonstrates a strong ability to experiment with creative and alternative ideas, resulting in scene enrichment.	Exceptionally experiments with creative and alternative ideas, pushing the boundaries of scene possibilities.
<b>Evaluating the Success of Outcomes</b>	Lacks the ability to evaluate the success of acting, directing, or design outcomes.	Attempts to evaluate outcomes but with limited depth or insight.	Competently evaluates the success of acting, directing, or design outcomes, offering meaningful critiques.	Demonstrates a strong ability to evaluate outcomes, providing insightful and constructive feedback.	Exceptionally evaluates outcomes with a keen eye, offering comprehensive and sophisticated critiques.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Recall and Understanding of Brecht's Style and Techniques</b>	Limited or no recall of Brecht's style and techniques. Lacks understanding of key concepts.	Limited recall of Brecht's style and techniques with gaps in understanding. Basic understanding of some key concepts.	Competently recalls and understands Brecht's style and techniques, demonstrating a clear grasp of key concepts.	Demonstrates a strong recall and understanding of Brecht's style and techniques, offering nuanced insights into key concepts.	Exceptionally recalls and understands Brecht's style and techniques, exhibiting a deep and comprehensive understanding of key concepts.
<b>Application of Brechtian Techniques in Performance</b>	Struggles to apply Brechtian techniques to performance. Techniques are applied inconsistently or inaccurately.	Attempts to apply Brechtian techniques to performance but with limited success. Techniques may be applied with inconsistencies.	Successfully applies Brechtian techniques to performance, enhancing the scene effectively. Consistently and accurately applies techniques.	Demonstrates a strong ability to apply Brechtian techniques to performance, resulting in a compelling and thought-provoking scene.	Exceptionally applies Brechtian techniques to performance, creating a scene that embodies Brecht's style with innovation and impact.
<b>Multi-Role in Performance</b>	Limited ability to multi-role in performance. Struggles to differentiate characters effectively.	Makes some attempts to multi-role in performance but with limited clarity in character differentiation.	Competently multi-roles in performance, portraying distinct characters effectively. Character differentiation is clear and convincing.	Demonstrates a strong ability to multi-role in performance, creating authentic and engaging characters.	Exceptionally multi-roles in performance, showcasing a mastery of character differentiation and versatility.
<b>Evaluation and Suggestions for Improvement</b>	Lacks the ability to evaluate a Brechtian performance or make constructive suggestions for improvement.	Attempts to evaluate a Brechtian performance but with limited depth or insight. Offers suggestions with limited effectiveness.	Competently evaluates a Brechtian performance, providing meaningful critiques and constructive suggestions for improvement.	Demonstrates a strong ability to evaluate a Brechtian performance, offering insightful and targeted feedback. Suggestions for improvement are well-founded.	Exceptionally evaluates a Brechtian performance with precision, providing comprehensive and sophisticated critiques. Suggestions for improvement are innovative and transformative.

# 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: Year 9 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/Further Exploration	Learning Skills
<b>Term 1</b> <b>Exploring Dubai and the Wider World</b>	This unit will explore how persuasive writing can be used to influence readers to travel, with a particular focus on Dubai.	<b>How can non-fiction texts be used to persuade the reader to explore and travel to new places?</b>  <b>UAE Link: Opportunity to explore and promote Dubai and the UAE.</b>	<ul style="list-style-type: none"> <li>Explore a variety of non-fiction texts</li> <li>Identify a range of persuasive devices in transactional texts.</li> <li>Analyse a range of persuasive articles.</li> <li>Evaluate the effect of language and structural devices.</li> <li>Create an original piece of transactional writing related to travel writing.</li> </ul>	You will learn by exploring a variety of extracts that feature travel writing and explore how writers have used persuasive language and structure to influence the reader. <b>Assessment for Learning:</b> Mini quizzes, individual PETAL paragraphs, transactional writing and class discussions. <b>Summative Assessment:</b> Transactional travel writing piece demonstrating understanding of persuasive techniques. <b>This assessment will assess how effectively students can apply their understanding of persuasive techniques to their transactional writing.</b>	This provides an opportunity to engage with a variety of texts types and evaluate the impact, building towards the reading questions within English Language at KS4. Additionally, you will be able to explore your own voice and manipulate language to achieve your purpose, building towards transactional writing at KS4.	This <b>builds on</b> your written accuracy skills developed in both Year 7 and 8.  This <b>builds towards</b> future writing tasks at GCSE, particularly transactional writing in English Language.  This <b>provides an opportunity for collaboration</b> between Geography, Business Studies and ICT.	<a href="https://padlet.com/kelliemonaghan/year-9-english-challenge-padlet-e3kcgamvvyo59o05">https://padlet.com/kelliemonaghan/year-9-english-challenge-padlet-e3kcgamvvyo59o05</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 2</b> <b>Imagining the Future</b>	The unit will explore how Suzanne Collins presents dystopian fiction and character development in the novel 'The Hunger Games'. <b>AR Book Level 5.9</b>	<b>How can stories about the future influence our present?</b>  <b>UAE Link: Opportunity to explore the innovative design of some of the UAE's iconic landmarks.</b>	<ul style="list-style-type: none"> <li>Explore an entire text.</li> <li>Analyse a range of themes and characters within a text.</li> <li>Evaluate character development within a text.</li> <li>Analyse key events within a whole text.</li> <li>Create a creative writing piece based upon understanding of the plot.</li> <li>Evaluate how dystopian literature can be linked to current society.</li> </ul>	You will learn by immersing yourself in our whole-class reading of the novel: ' <b>The Hunger Games</b> '. You will demonstrate your understanding of the novel and be involved in thought-provoking class discussions and debates. <b>Formative Assessments:</b> Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. <b>Summative Assessment:</b> PETAL essay on the arena as a dangerous place. <b>This assessment will assess how creatively students embed perceptive language analysis skills in written essay format.</b>	This is an opportunity to engage with fiction that explores an alternative to reality. It can encourage you to support/challenge your view on today's and consider actions for the future. With a trip to Dubai's 'Museum of the Future', you can explore how literature correlates with our perceived understanding of the future.	This <b>builds on</b> your completion of an essay on a whole text in Year 8.  This <b>builds towards</b> future studying of whole-texts for GCSE where you select your own evidence to support your independent ideas.  This <b>provides an opportunity for collaboration</b> between ICT, Drama and History.	<a href="https://padlet.com/kelliemonaghan/year-9-english-challenge-padlet-e3kcgamvvyo59o05">https://padlet.com/kelliemonaghan/year-9-english-challenge-padlet-e3kcgamvvyo59o05</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 3</b> <b>Inequality</b>	This unit will explore how John Steinbeck presents the theme of inequality within the novel 'Of Mice and Men'. <b>AR Book Level 4.5-4.9</b>	<b>How does Steinbeck present the theme of inequality within the novel 'Of Mice and Men'?</b>  <b>UAE Link: Opportunity to explore the benefits of responsibility and tolerance in the UAE.</b>	<ul style="list-style-type: none"> <li>Explore an entire text.</li> <li>Explore the key contextual information surrounding the novel.</li> <li>Evaluate the relationships between key characters and themes within the novel.</li> <li>Evaluate how the author builds tension throughout the plot.</li> <li>Create a creative writing piece based upon the themes and context of the novel.</li> </ul>	You will learn by immersing yourself in our whole-class reading of the novel: ' <b>Of Mice and Men</b> '. You will demonstrate your understanding of the novel and be involved in thought-provoking class discussions and debates. <b>Formative Assessments:</b> Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. <b>Summative Assessment:</b> Creative writing piece based upon the themes and context of the novel. <b>This assessment will assess how creatively students can apply their understanding of context and themes to their descriptive writing.</b>	This provides an opportunity to begin exploring key GCSE key texts in preparation for your English Literature studies at KS4.	This <b>builds on both</b> your creative writing pieces and PETAL chain essays completed in Year 8.  This <b>builds towards your</b> English Literature GCSE in which you will complete an analytical essay on the novel.  This <b>provides an opportunity for collaboration</b> between History, PSHE and Geography.	<a href="https://padlet.com/kelliemonaghan/year-9-english-challenge-padlet-e3kcgamvvyo59o05">https://padlet.com/kelliemonaghan/year-9-english-challenge-padlet-e3kcgamvvyo59o05</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting



# English: Year 9 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Reading</b> Knowledge and understanding of texts	Limited or inaccurate understanding of chapters, scenes and whole texts.	Some understanding of chapters, scenes and whole texts with the ability to select some evidence in relation to points.  Some awareness of relevant contexts.	Clear understanding of chapters, scenes and whole texts with the ability to select appropriate evidence to support points.  Clear understanding of relevant contexts and how they impact texts.	Thorough understanding of a range of chapters, scenes and whole texts with the ability to select effective evidence to support developed points.  Thorough understanding of relevant contexts and able to make coherent links.	Perceptive understanding of a range of texts and how connections can be explored with other texts of a similar genre. Ability to select assured and concise evidence to support a developed point.  Perceptive understanding of how different contexts can impact how different audiences interpret a text.
<b>Reading</b> Analysis of language, form and structure	Limited and inaccurate understanding of language and structural techniques. May identify some techniques, not always correctly.	Some understanding of language, form and structural techniques.  Ability to identify some of these techniques in texts.	Clear understanding of a range of language, form, structural and dramatic techniques.  Accurate identification of these techniques within a texts and a clear analysis of the effect of the reader.	Thorough understanding of a wide range of form, language, structural and dramatic techniques.  Effective and selective identification of these techniques within a range of texts and a thorough analysis of the effect on the reader.	Perceptive understanding of a cohesive range of language, form, structural and dramatic techniques.  Perceptive identification of these techniques within and across a range of texts and text types with an assured and insightful analysis of different effects on different readers.
<b>Writing</b> Written communication of ideas	Limited ability to communicate simple ideas.	Some understanding of how to communicate simple ideas for the correct audience.	Clear and accurate communication of a range of ideas for different readers.	Effective communication of a range of ideas, purposefully adapted through the use of language, form and structure to impact the reader.	Perceptive manipulation of language, form and structure to communicate a range of original and complex ideas.
<b>Writing</b> Writing accuracy	Limited ability to use spelling and grammar accurately.	Some understanding of more complex vocabulary, often spelt incorrectly.  Some ability to use grammar correctly, including capital letters and full stops.	Clear understanding of complex vocabulary, spelt mostly correctly.  Clear understanding of how to accurately use grammar, including capital letters and full stops.	Effective and sustained use of ambitious vocabulary.  Effective and selective use of a range of punctuation with a clear effect on the reader.	Perceptive use of ambitious vocabulary to enrich writing.  Assured and purposeful use of a range of punctuation with a clear and impactful effect on the reader.
<b>Speaking</b> Verbal communication of ideas	Limited ability to communicate simple ideas verbally.	Some ideas communicated with clarity.	Clear and accurate communication of a range of ideas with secure projection.	Thorough communication of a range of ideas with effective projection.	Perceptive communication of a wide range of complex ideas with confident projection.
<b>Listening</b> Understand and interpret spoken language	Limited ability to understand simple spoken language.	Simple responses to questioning.	Relevant and clear responses to questioning.	Thoughtful and coherent responses to questioning.	Perceptive and effective responses to a range of complex questions.

# Food Technology: 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 develop and demonstrate a range of food skills, increasing in complexity and accuracy
- Enjoy creativity and innovation to cook a range of dishes, safely and hygienically
- Explore, develop and deepen their knowledge and understanding of food and nutrition
- Explore, develop and deepen their knowledge of food provenance
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Develop their food skills and techniques through practice with cooking and baking, developing the creative, technical and practical expertise needed to perform everyday tasks confidently
- Build an understanding of factors that affect food choice
- Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people
- Evaluate and test their ideas to showcase their ability to adapt and improve recipes and dishes

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

- Includes a wide range of topics and recipes based around the Eat Well Guide and tips for healthy eating, explains energy and how needs change through life.
- Is organized thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration in order to understand key nutrients, sources and functions
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches
- Tracks progress using the Workbook (food skills, cooking, nutrition, food provenance, ingredients and creativity)

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

- Values and recognizes the importance of students' effort, engagement and attitude to learning within every theory and practical lesson.
- 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
- Utilizes student voice through digital forms to inform CPD where appropriate



# Food Technology: Year 9 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>	To apply the Principals of the eat well guide  Dietary needs through life stages	<b>How does our diet need to change throughout our lives from baby, teenager, mid life to elderly age?</b>  <b>UAE Link:</b> <b>How does the Eat Well guide compare to local government guidelines</b>	<ul style="list-style-type: none"> <li>To describe and apply the principles of the Eatwell guide and be able to explain it in depth</li> <li>Continue practicing key life skills through practical cooking</li> <li>To understand the importance of dietary changes through life stages</li> </ul>	Through exploring preparing, practicing, developing and demonstrating through practical cooking of:  <ul style="list-style-type: none"> <li><b>Risotto</b></li> <li><b>Pasta Fiorentina</b></li> </ul> <b>Assessment for Learning:</b> Outcome of practical cooking and evaluation <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b> <b>ummative Assessment:</b>	To understand how to maintain a healthy diet. Hydration  Understanding the functions of foods and why we need to adapt what we consume throughout life	This <b>builds on</b> learning from Year 8 life skills such as health and safety, personal hygiene, using sharp equipment correctly  This <b>builds towards</b> independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices  This <b>provides an opportunity for collaboration</b> between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	<ul style="list-style-type: none"> <li>Analyse</li> <li>Adapt</li> <li>cook</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b>	Food allergies and intolerances  Consumer availability	<b>What are the health risks associated with different Food allergies and intolerances and how can they be avoided?</b>  <b>UAE Link:</b> <b>What do Food labels tell us and how do they compare in the UAE to the rest of the world?</b>	<ul style="list-style-type: none"> <li>To gain an understanding that not all foods suit all people, diets need to change and be adapted.</li> <li>Continue practicing key life skills through practical cooking</li> <li>To investigate information available to the consumer regarding food labeling, availability, traceability, Fairtrade and animal welfare</li> </ul>	Through exploring preparing, practicing, developing and demonstrating through practical cooking of:  <ul style="list-style-type: none"> <li><b>Gluten free Apple crumble</b></li> <li><b>Lasagna</b></li> </ul> <b>Assessment for Learning:</b> Outcome of practical cooking and evaluation <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight into the various different ingredients that are available and can be used to replace traditional ingredients depending on dietary needs	This <b>builds on</b> learning from Year 8 life skills such as health and safety, personal hygiene, using sharp equipment correctly  This <b>builds towards</b> independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices  This <b>provides an opportunity for collaboration</b> between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	<ul style="list-style-type: none"> <li>Analyse</li> <li>Adapt</li> <li>Cook/bake</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
<b>Term 3:</b>	Plan and create a main and dessert for a Restaurant menu	<b>What should you consider when planning and serving a meal in a restaurant?</b>  <b>UAE Link:</b> <b>Considering local cuisines</b>	<ul style="list-style-type: none"> <li>To research, design make and present a Main and Dessert for a new Dubai Hotel</li> </ul>	Through exploring researching, collaboration, planning, costing, purchasing, practical cooking, photographing and presenting  <b>Assessment for Learning:</b> Outcome of practical cooking and evaluation <b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with what is involved in the whole process from start to finish and be able to cook and present  To become familiar with project based work	This <b>builds on</b> learning from Year 8 life skills such as health and safety, personal hygiene, using sharp equipment correctly  This <b>builds towards</b> independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices  This <b>provides an opportunity for collaboration</b> between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	<ul style="list-style-type: none"> <li>Design</li> <li>Develop</li> <li>Research</li> <li>Cook/bake</li> <li>Present</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

# Food Technology: KS3 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Safety &amp; Hygiene, Eat Well guide</b>	Limited recall of basic facts about safety & hygiene, limited understanding of the key hazards in the Food Technology room	Can recall basic facts about safety & hygiene, e.g how to carry a knife safely in the Food Technology room and display an understanding of the key hazards in the Food Technology room	Can recognise and identify safety & hygiene, key hazards in the Food Technology room as well as follow the step by step guides with some support. Can follow a recipe and identify how it might be improved using the key sensory words	Can recall and identify safety & hygiene, key hazards in the Food Technology room as well as independently follow the step by step guides. Can identify the key elements of the Eat Well guide and explain its meaning	Can accurately differentiate and explain the importance of safety & hygiene, key hazards in the Food Technology room as well as independently follow the step by step guides. Can identify the key elements of the Eat Well guide and explain its meaning, Can confidently and independently set up, get ready to cook whilst maintaining health & safety standards throughout.
<b>Food Preparation</b>	Limited organisation with remembering to bring in ingredients to cook, limited ability to use main equipment within the Food Technology room.	Can sometimes bring in ingredients to cook and container to take dish home, can show a basic ability to use the equipment within the Food Technology room. Limited ability to effectively chop, weigh, measure.	Can identify the main equipment needed to prepare their dish. Can demonstrate the basic skills of chopping, weighing, measuring using the correct methods such as bridge and claw cut.	Can competently and consistently select correct equipment, use the correct methods to chop, slice, dice, weigh, measure in preparation to cook in a timely manner.	Can confidently, competently and consistently select and experiment with various recipes that relate to individual diets. Prepare and handle a selection of foods, particularly raw meat, poultry, and eggs so it is safe and explain why this is important.
<b>Practical cooking/ baking</b>	Limitations using basic skills such as chopping, slicing, dicing, grating and peeling, weighing, measuring.	Can demonstrate an ability to chop, slice, dice, weigh, grate, peel, weigh and measure to make a basic edible dish in a presentable manner.	Can competently demonstrate the key skills, using the correct methods in a timely manner and cook/bake an edible dish, presenting it well.	Can consistently and confidently correctly prepare and make a range of dishes incorporating different ingredients to improve taste and texture.	Can confidently and independently plan, cook/bake a variety of dishes ranging in complexity, modifying and adding ingredients to create a tasty, balanced meal linking it to the Eat Well guide.
<b>Evaluating and creativity</b>	Limitations in being able to reflect back to the dish made and identify what went well and even better if.	Can demonstrate a basic ability to reflect on the dish made, suggest some improvements, using the sensory words to describe taste and texture.	Can confidently explain and describe the outcome of the dish and make suggestions as to how it can be improved. Explain the macronutrients of the dish, linking back to the Eat Well guide.	Can confidently apply knowledge of ingredients and healthy eating/cooking to make changes to recipes based on dietary needs. Explain the function of food and how it affects energy balance.	Can independently and exceptionally demonstrate knowledge of healthy eating and cooking, plan and create dishes for different needs, explain energy balance and the main information on food labels. Takes pride in both practical and written work.

# 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 continental focus throughout key stage 3 whilst 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.



# Geography: Year 9 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> International Development	This unit will cover how economic development varies across the world. How we measure development and explains some of the reasons for the inequality with regards to the global economy, industries and job opportunities	<b>Why is our world unequal?</b>  <b>UAE Link:</b> Throughout the UAE will be used as a comparative case study providing a familiar context for the pupils. We will look at the development data for the UAE, compare this to neighboring countries and look at examples of globalisation and TNC's which have set up in the UAE.	<ul style="list-style-type: none"> <li>To explain how development can be measured and suggest whether our world is unequal</li> <li>To compare and contrast economic development in a developed or developing country</li> <li>To create a boardgame showing the causes and impacts of the development gap</li> <li>To evaluate the impact globalisation and TNC's have on developed and developing countries.</li> <li>To predict the future status of economic development in Malawi and Singapore.</li> </ul>	Through exploring real life data comparing countries and their economic status. Reading texts and interpreting figures to discover why the world is unequal. Looking at case studies and demographic models to predict changes over time. <b>Assessment for Learning:</b> Peer assessment of boardgames using success criterias, logo quizzes, class ABC debates, marking, starter quizzes, 1-2-3 plenaries. <b>Summative Assessment:</b> The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To understand the varying states of economic development around the world to become more global citizens. To predict how economies are likely to change over time, this will help pupils predict migration patterns, future investments and potentially impact their decision to relocate or travel in the future. It is important for all of us to be grateful for what we have, this unit will help pupils see there are many less fortunate than them and hopefully inspire pupils to challenge themselves seeking all opportunities.	<b>This builds on</b> continental units taught in previous years looking at development across individual continents.  <b>This builds towards</b> IGCE skills of describing the distributions of developing, developed and emerging countries and explaining the reasons for this.  <b>This provides an opportunity for collaboration</b> between History and English.	<ul style="list-style-type: none"> <li>Design a boardgame showing the challenges of the development gap. This offers opportunities for collaboration, design thinking and research.</li> <li>Create a balanced argument- stating the benefits of TNC's on specific countries.</li> </ul>	Critical thinking Creativity Collaboration Extended Writing Adaptability Inquiry Research Design Thinking Balanced Arguments Empathy
<b>Term 2:</b> Weather and Climate Change	This unit will explain why the UAE experiences a hot and dry climate and why climates vary across the world. Pupils will learn about the causes and impacts of climate change and what can be done about it.	<b>How does weather vary across the world and is this likely to change in the future?</b>  <b>UAE Link:</b> When learning the principles of weather pupils will be able to explain why the UAE's climate is hot and dry. We will look at the CAP of the UAE and determine how the country can be more sustainable.	<ul style="list-style-type: none"> <li>To explain why the UAE is hot and dry.</li> <li>To explain how and why global climates vary</li> <li>To explain the human and natural causes of climate change</li> <li>To describe the social, economic and environmental (SEE) impacts of climate change.</li> <li>To create a sustainable management plan to try and combat the issue of climate change.</li> </ul>	Through exploring data about the UAE, climate graphs, historical climate data, images and figures to learn the science behind climate and how it is changing over time. News articles and contemporary reports will be used to illustrate the impact of climate change. <b>Assessment for Learning:</b> Complete the diagram, mini whiteboards, spelling, red amber green (SEE), improve the answer, use of success criteria's. <b>Summative Assessment:</b> The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To gain insight into meteorology and the global issue of climate change. To be able to explain why their home country is a desert ecosystem and is so hot and dry and to be aware of the potential future impacts of climate change and learning the importance of sustainability.	<b>This builds on</b> previous knowledge on the water cycle and ecosystems developed in primary school, science and geography modules.  <b>This builds towards</b> a good understanding of the complex process which is weather and climate.  <b>This provides an opportunity for collaboration</b> between Scienced and Business.	<ul style="list-style-type: none"> <li>Analyse climate data to determine the current climate of different countries and therefore the ecosystems they are home to.</li> <li>Design a sustainable climate action programme to try and prevent the impacts and mitigate against climate change.</li> </ul>	Critical thinking Analysis Inquiry Research Design Thinking Adaptability Resilience Scientific language Business thinking Planning
<b>Term 3:</b> Megacities	This unit will explain how urbanisation has caused the growth of megacities and where they are distributed and the impacts of urbanisation.	<b>How does life vary across the world's megacities?</b>  <b>UAE Link:</b> The UAE's population statistics will be used throughout and we will look at how the UAE has developed its infrastructure to respond to the population increase we have seen. Pupils will predict if they think the UAE will home a megacity and explain why.	<ul style="list-style-type: none"> <li>To use and create graphs to explain urbanisation</li> <li>To evaluate the oportunities and challenges caused by urbanisation</li> <li>To create a regeneration plan suggesting ways to improve the settlement of Makoko for future generations.</li> <li>To compare and contrast the megacities of Lagos and Rio</li> </ul>	Through exploring google Earth and satellite data, urbanisation graphs and image figures to show how urbanisation has increase over time and what the impacts are.  <b>Assessment for Learning:</b> Pupils peer assessing against success criterias, SPAG self assessment, graph 4 set feedback, mini-whiteboards, starter quizzes. <b>Summative Assessment:</b> The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To be familiar with the challenges faced by the most populous cities around the world. To have an understanding of how population dynamics are changing and to prepare students for the IGCSE unit on urban environments.	<b>This builds on</b> the unit previously taught on international development suggesting reasons who some of the global inequality.  <b>This builds towards</b> the IGCSE unit of urban environments.  <b>This provides an opportunity for collaboration</b> between Business and ICT.	<ul style="list-style-type: none"> <li>Design a regeneration plan to suggest how we can improve some of the poorest settlements in specific megacities.</li> <li>Develop literacy skills through writing letters and poems to show the impacts of urbanisation.</li> </ul>	Innovation Critical thinking Analysis Collaboration Inquiry Resilience Letter writing Poetry Graph drawing Data analysis Empathy



# Geography: Year 9 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>To explain how development can be measured and suggest whether our world is unequal</b>	Limited recall of development indicators and how to classify countries based on their development. Can state whether the world is equal or unequal.	Can use basic development indicators to identify developing, developed and emerging countries and suggest overall whether the world is equal or unequal.	Can use development indicators to identify developing, emerging and developed countries from around the globe. Can use data to explain whether the planet is economically equal or unequal.	Can accurately identify developed, developing and emerging countries based on various data. Can justify whether our planet is equal or unequal using different sources of information.	Can accurately differentiate between developing, emerging and developed countries using data to support judgements. Pupils will make an overall judgement on how equal our world is using contemporary data and country specific examples from around the globe.
<b>To compare and contrast economic development in a developed or developing country</b>	Limited recognition of the terms of development, and similarities and differences between a developing and a developed country.	Can recognise key human and physical comparisons between developing and developed countries using data to identify how developed each country is.	Can accurately use data to identify key human and physical comparisons between specific developed and developing countries suggest reasons for the contrasts such as geographical location, trade, interrelations and climate.	Can use contemporary data and research to compare and contrast developing and developed nations. Pupils will explain the circumstances that led to the varied development and suggest how it is likely to change in the future.	Can use contemporary data and additional relevant case studies to suggest how development data varies in developing and developed countries. Pupils will explain the key reasons why the economic development varies in specific countries and suggest how this is likely to change in the future.
<b>To create a boardgame showing the causes and impacts of the development gap</b>	Creates a boardgame with limited links to the development gap. Minimal keywords used throughout and unclear geographical elements.	Group work together to create a geographical boardgame that shows the difficult path of development and keywords used throughout.	Group work together well to produce an engaging game which shows factors that increase development and push countries back. Keywords used throughout and different development indicators used.	Good teamwork and leadership skills shown to create a fun game within the time limit which shows the difficulty of developing countries emerging including a range of social, economic and environmental factors. Place specific examples referred to throughout.	Excellent teamwork and leadership skills result in an innovative game being created demonstrating the challenges and uncertainty of development. The game focuses on facts and research is used to collect PSI and case study information to make the game informative.
<b>To evaluate the impact globalisation and TNC's have on developed and developing countries.</b>	Limited understanding of the impacts of globalisation and TNC's.	Can recognise the importance of globalisation and TNC's and how they impact different countries.	Can describe the causes and impacts of globalisation and can explain the positive and negative impacts of TNC's.	Can describe the causes of globalisation using keywords, and evaluate the pros and cons in countries around the world. Can explain how TNC's impact developing and developed countries differently and suggest their overall effectiveness.	Can describe the causes of globalisation, the factors that impacted the rate of change the most and evaluate the benefits for different types of countries. TNC's can be defined and evaluated using specific case studies and countries to illustrate the pros and cons and can justify whether overall a TNC is good or bad for that specific country.
<b>To predict the future status of economic development in Malawi and Singapore.</b>	Limited ability to predict how the economic development of Malawi and Singapore is likely to change over time.	Can use data to suggest how the development of Malawi and Singapore is likely to change overtime.	Can use a range of figures such as maps, HDI and historical data to explain how the development of Malawi and Singapore is likely to change over time.	Can use a range of figures such as maps and historical data as well as geographical models such as the DTM to predict how Malawi and Singapore's economic development will change overtime.	Can use a range of figures such as maps and historical data as well as geographical models such as the DTM to predict how Malawi and Singapore's economic development will change overtime. To link to regional patterns and research investment plans to make an informed judgement.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>To explain why the UAE is hot and dry.</b>	Limited understanding of why the UAE doesn't experience much rainfall and has year-round warm temperatures.	Can recall basic reasons about why the UAE has little rainfall and can explain why the temperature is warm year round.	Can explain why the UAE has a hot temperature linking to the equator and can use the water cycle to explain why the UAE has little rain.	Can explain in detail why the shape of the Earth results in the UAE's year round warm temperatures and can use keywords and diagrams to illustrate why the UAE has little rain.	Can provide multiple reasons why the UAE has a year round warm temperature using keywords and physical processes. Can use the water cycle and other physical factors to explain why there is little rain in the UAE.
<b>To explain how and why global climates vary.</b>	Basic recall of different climates around the world. Limited understanding of why the climates vary.	Can describe multiple climates and biomes across the world and suggest reasons why they vary.	Can describe the distribution of different climates and biomes around the world and explain why the climate varies.	Can describe the distribution of different climates and biomes around the world and explain why the climate varies using keywords such as pressure belts, trade winds and links to the water cycle and equator.	Can accurately describe the distribution of global biomes, explaining the patterns using the global atmospheric circulation model showing a thorough understanding of the physical process of the model.
<b>To explain the human and natural causes of climate change.</b>	Limited understanding of how the climate is natural changing and how humans are accelerating climate change.	Can explain how humans are causing climate change including more than one source of pollution. Can explain more than one natural cause of climate change.	Can explain how humans are causing the climate to change linking to the greenhouse effect and multiple sources of greenhouse gasses. Can explain more than one natural cause of climate change.	Can explain how humans are causing the climate to change through the greenhouse effect using specific countries, specific pollutants and industries which contribute the most. Can explain how complex processes such as Milankovitch cycles naturally change the climate.	Can explain how humans are causing the climate to change through the greenhouse effect using specific countries, specific pollutants and industries which contribute the most. Considers knock on effects such as albedo effects and multiplier effects. Can explain how complex processes such as Milankovitch cycles naturally change the climate.
<b>To describe the social, economic and environmental (SEE) impacts of climate change.</b>	Can list basic impacts of climate change.	Can list impacts of climate change and categorise accurately into social, economic and environmental.	Can describe the SEE impacts of climate change and explain how the impacts vary across the world.	Can explain the SEE impacts of climate change accurately supported with contemporary data and describe the areas which are impacted the most and the least and explain why this is the case.	Can explain the SEE impacts and consider the knock on short-term and long-term effects supported with contemporary data and specific case studies. Pupils can explain why certain countries are impacted more than others considering human and physical factors.
<b>To create a sustainable management plan to try and combat the issue of climate change.</b>	To suggest ways in which a country can prevent the issue of climate change.	To provide multiple ways in which a country can aim to prevent climate change from happening and prepare for the consequences.	To create a plan for a specific country to a) Prevent climate change from happening thinking about easy to implement sustainable solutions b) Plan to minimise the impacts of climate change.	To create a country specific plan suggesting realistic ways a country can try to prevent climate change from happening and how that country can prepare for the impacts. Human and physical factors should be considered such as coastlines, development and tourism.	To create a country specific plan suggesting realistic ways a country can try to prevent climate change from happening and how that country can prepare for the impacts. The UAE's climate action programme should be used to inform the climate action plan. Human and physical factors should be considered such as coastlines, development and tourism to make the plan better suited to that specific country.

# 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: Year 9 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>	The Suffragettes	<p><b>Who were the suffragettes and what impact did they have?</b></p> <p><u>UAE Link:</u> <b>How does their struggle for women's rights compare to the journey towards gender equality in the UAE?</b></p>	<ul style="list-style-type: none"> <li>Describe the main events and figures related to the suffragettes (e.g., describe the actions of Emmeline Pankhurst or the 1913 Derby)</li> <li>Explain the social and political factors that contributed to the women's suffrage movement</li> <li>Analyse a primary or secondary source related to the suffragettes</li> </ul>	<p>Through teacher-led discussions, analysing primary and secondary sources, participating in debates, and creating presentation</p> <p><b>Formative assessments:</b> will include class participation, quizzes, and presentation drafts <b>Summative assessments:</b> will involve a project or exam on the suffragettes</p>	To understand the historical context and impact of the women's suffrage movement on societies and cultures, and its lasting effects on gender equality	<p>This <b>builds on</b> knowledge from Year 8</p> <p><b>This builds towards</b> further study of human rights and social justice issues</p> <p><b>This provides an opportunity for collaboration</b> between English (source analysis, argument construction), History (historical context), and Citizenship (gender equality, human rights)</p>	Research project on a specific aspect of the suffragettes; reading historical fiction or autobiographies set during this period.	Analysing sources Formulating arguments Presenting information Group collaboration Independent research
<b>Term 2:</b>	Rise of the Nazis and WWII	<p><b>How did the Nazis rise to power and what was their impact on WWII?</b></p> <p><u>UAE Link:</u> <b>Can we draw parallels with any periods of rapid political change in UAE history?</b></p>	<ul style="list-style-type: none"> <li>Describe the rise of the Nazis and key events of WWII (e.g., describe Hitler's rise to power or the events of D-Day)</li> <li>Explain the causes and consequences of the rise of the Nazis and WWII</li> <li>Analyse a primary or secondary source related to this period</li> </ul>	<p>Through teacher-led discussions, analysing primary and secondary sources, writing essays, and participating in debates</p> <p><b>Formative assessments:</b> will include class participation, quizzes, and essay drafts. <b>Summative assessments:</b> will involve a research project or exam on the rise of the Nazis and WWII.</p>	To understand the causes and global impact of WWII, including the role of totalitarian regimes	<p>This <b>builds on</b> historical skills and concepts from Year 8</p> <p><b>This builds towards</b> a more detailed study of 20th-century history</p> <p><b>This provides an opportunity for collaboration</b> between English (source analysis, argument construction) and Citizenship (human rights, political ideologies)</p>	Research project on a specific aspect of the rise of the Nazis or WWII; reading historical fiction or autobiographies set during this period.	Analysing sources Formulating arguments Presenting information Group collaboration Independent research
<b>Term 3:</b>	The Hot and Cold War in Asia (Korea, Vietnam etc.)	<p><b>How did the Cold War influence conflicts in Asia?</b></p> <p><u>UAE Link:</u> <b>Can we find any parallels with the UAE's involvement in international conflicts?</b></p>	<ul style="list-style-type: none"> <li>Describe the key events and figures of the Cold War conflicts in Asia (e.g., describe the events of the Korean War or the Vietnam War)</li> <li>Explain the causes and consequences of these conflicts</li> <li>Analyse a primary or secondary source related to the Cold War in Asia</li> </ul>	<p>Through case studies, interactive activities, presentations, and field trips (if possible)</p> <p><b>Formative assessments:</b> will include class participation, quizzes, and presentation drafts <b>Summative assessments:</b> will involve a project or exam on the Cold War in Asia.</p>	To comprehend the global influence of the Cold War and its impact on Asia, and to understand the complexities of international conflicts	<p>This <b>builds on</b> knowledge from Term 2</p> <p><b>This builds towards</b> a deeper understanding of modern international relations</p> <p><b>This provides an opportunity for collaboration</b> between English (source analysis, argument construction), History (historical context), and Citizenship (international relations, conflict resolution)</p>	Project on a significant event or figure from the Cold War in Asia; reading historical fiction or biographies set during this period; watching documentaries or films related to the Cold War in Asia.	Analysing sources Formulating arguments Presenting information Group collaboration Independent research



# History: Year 9 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 the Suffragettes movement</b>	Limited knowledge of the Suffragettes.	Some knowledge of key events and figures.	Good understanding of the Suffragettes.	Can analyze the consequences of the movement.	Can critically analyze the movement and its long-term impacts.
<b>Knowledge of the rise of the Nazis and WWII</b>	Limited knowledge of Nazis and WWII.	Some knowledge of key events in Nazi rise and WWII.	Good understanding of the rise of Nazis and WWII.	Can explain the global consequences of WWII.	Can critically analyze the factors leading to the rise of Nazis and the ramifications of WWII.
<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 the Hot and Cold War in Asia.	Some knowledge of key events and figures.	Good understanding of the Hot and Cold War in Asia.	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 conflicts</b>	Struggles to apply concepts.	Can apply some concepts with guidance.	Can apply historical concepts to conflicts.	Can use concepts to make connections between historical and contemporary conflicts.	Can innovatively use concepts to analyze the roots and consequences of conflicts, and apply insights to modern issues.

# Innovation & Enterprise: 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



# Innovation & Enterprise: Year 9 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>Reality</b>	This unit will explore the features and development of virtual, augmented and mixed reality	<b>How do virtual, augmented, and mixed reality technologies impact our daily lives and shape our future?</b>  <b>UAE Link:</b> Exploring how advancements in technology and virtual reality have impacted various sectors in the UAE, such as tourism, education, and entertainment	<ul style="list-style-type: none"> <li>Define and differentiate between virtual, augmented, and mixed reality technologies</li> <li>Explore the history and development of virtual, augmented, and mixed reality technologies</li> <li>Create a basic virtual or augmented reality experience</li> <li>Analyse the ethical considerations surrounding the use of virtual, augmented, and mixed reality in various industries and applications</li> </ul>	Through exploring the different types of reality technologies, conducting research and analysis to design your own reality experience <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>	To understand the potential impact of these technologies on various industries and society as a whole and to gain insight into the practical applications of the technologies and their potential uses	This <b>builds on</b> your existing knowledge about digital communities from Year 7  This <b>builds towards</b> gaining a deeper understanding of computer systems and networks in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Art, Science, and Humanities	<ul style="list-style-type: none"> <li>Design and create a virtual museum exhibit</li> <li>Create a mixed reality scavenger hunt</li> <li>Develop an educational virtual reality experience</li> <li>Design and build a virtual reality environment</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b> <b>Gamification</b>	This unit will explore the concepts and functionality of game design in industry	<b>How can game design principles be applied in other industries, such as education, healthcare, or marketing and what is the impact on society?</b>  <b>UAE Link:</b> Gamification is the integration of game-like elements into non-game contexts to engage and motivate people. In the UAE, gamification techniques have been utilized in various sectors to encourage positive behaviors and enhance user experiences	<ul style="list-style-type: none"> <li>Introduction to game design principles and concepts</li> <li>Understanding game mechanics and game elements</li> <li>Designing game characters and creating game assets</li> <li>Developing storylines and narratives for games</li> <li>Understanding game user interface (UI) design</li> <li>Testing and evaluating game prototypes</li> <li>Refining and improving game design based on feedback and testing results</li> </ul>	Through project-based learning activities that involve designing and creating games <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>	To gain insight into the gaming industry and how games are created, marketed, and sold. The skills acquired can be applied in future careers related to game design and development, computer science, and the digital media industry	This <b>builds on</b> your existing knowledge about game design programming from KS2  This <b>builds towards</b> gaining a deeper understanding of gamification in Year 9 and programming concepts in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Art, Music and English	<ul style="list-style-type: none"> <li>Analyse existing games and identify their design elements</li> <li>Design and prototype a simple game using different mechanics and elements</li> <li>Use game engines and level editors to create game levels and environments</li> <li>Playtest and evaluate game prototypes created by peers</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
<b>Term 3:</b> <b>HTML and Python</b>	This unit will explore the web design and high level computer programming in industry	<b>How can we use web development and programming to solve real-world problems and improve our daily lives?</b>  <b>UAE Link:</b> As the UAE is rapidly advancing in technology and digital transformation, knowledge of HTML can be valuable for future careers in web development and related fields	<ul style="list-style-type: none"> <li>Understand the concepts of robotics and artificial intelligence</li> <li>Understand the principles of robot locomotion</li> <li>Understand the basic programming concepts such as data types, and control structures</li> <li>Understand the principles of robot design and construction</li> <li>Understand the difference between narrow and general artificial intelligence</li> <li>Understand the concepts of image recognition</li> <li>Understand the ethical issues related to robotics and artificial intelligence</li> </ul>	Through practicing coding and solving real-life problems related to web development and software programming <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>	HTML and Python are essential coding languages in the tech industry. This can lead to many career opportunities, as web development and software programming are in high demand in today's digital age. By learning these coding languages, you will be equipped with a valuable skill set that can help you stand out in the job market and increase your career prospects	This <b>builds on</b> your existing knowledge about programming concepts from Y8 game design and programming  This <b>builds towards</b> gaining a deeper understanding of programming concepts in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Science, Mathematics, and Design Thinking	<ul style="list-style-type: none"> <li>Create a simple web page with HTML to introduce a topic of interest</li> <li>Create a survey or quiz web page with HTML forms that collects user input and displays the results in a graphical format</li> <li>Create a simple text-based adventure game using Python</li> <li>Create a program that reads data from a file, performs some manipulation, and writes the results to a new file</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience Planning Organisation Creativity

# Innovation & Enterprise: Year 9 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 basic principles of game design</b>	Can identify basic components of a game (e.g. player, goal, obstacles)	Can explain the purpose of game components and how they work together	Can apply game design principles to create a simple game prototype	Can analyse and evaluate existing games and identify ways to improve game design	Can create complex game prototypes that incorporate advanced game design principles
<b>Develop game concept and narrative</b>	Can generate simple game ideas and describe them in a few sentences	Can create a game concept document that includes game mechanics, story, and characters	Can develop a detailed game narrative that incorporates plot, characters, and setting	Can create engaging and innovative game concepts that are well-developed and unique	Can create original game concepts that challenge traditional game design and push the boundaries of the medium
<b>Design game mechanics and gameplay</b>	Can describe basic game mechanics and how they impact gameplay	Can develop a set of game mechanics that work together to create engaging gameplay	Can create and balance game mechanics to ensure a fun and challenging player experience	Can experiment with new game mechanics and refine existing ones to create innovative gameplay experiences	Can create complex game mechanics that require advanced problem-solving skills and create unique gameplay experiences
<b>Create game assets and environments</b>	Can use basic art tools to create simple game assets	Can create a variety of game assets that are consistent with the game's art style and narrative	Can create detailed and visually appealing game environments that enhance the player experience	Can create original and innovative game assets and environments that add to the game's overall aesthetic	Can create professional-quality game assets and environments that rival those of commercial game studios
<b>Program and test game prototypes</b>	Can use simple game engines or programming languages to create basic game prototypes	Can program and test game prototypes that incorporate advanced game mechanics and features	Can debug and refine game prototypes to ensure they are playable and enjoyable	Can test game prototypes with a range of users and incorporate feedback into further development	Can create and test complex game prototypes that require advanced programming skills and solve challenging technical problems
<b>Collaborate with others and work in a team</b>	Can participate in group activities and contribute to the team's work	Can communicate effectively with team members and share ideas	Can work collaboratively to develop a cohesive game concept and prototype	Can manage team dynamics and conflicts to ensure effective collaboration	Can lead a team and facilitate effective communication, decision-making, and project management
<b>Analyse and evaluate games</b>	Can identify basic elements of game design and analyse how they contribute to the player experience	Can evaluate existing games and provide constructive feedback on their design and gameplay	Can compare and contrast different games and identify strengths and weaknesses	Can conduct in-depth analyses of games and their design elements to provide detailed feedback and suggestions for improvement	Can critically evaluate games and their impact on society and culture
<b>Reflect on the game design process</b>	Can reflect on their own game design process and identify strengths and weaknesses	Can provide constructive feedback to peers and incorporate feedback into further development	Can use feedback to improve their own game design skills and knowledge	Can critically reflect on the game design process and identify opportunities for growth and development	Can engage in self-directed learning and seek out new knowledge and skills to advance their game design abilities

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>HTML: Understand the basic structure of an HTML document and be able to create simple HTML tags and attributes.</b>	Identify HTML tags and basic structure of a webpage.	Use HTML tags and create simple attributes to build a webpage.	Apply HTML tags and attributes to create a basic webpage with basic structure.	Create a webpage with proper HTML tags and attributes, and demonstrate an understanding of webpage structure.	Create a webpage with advanced HTML tags and attributes, demonstrating a comprehensive understanding of webpage structure.
<b>HTML: Understand the purpose and use of CSS and how to apply CSS styles to HTML elements.</b>	Identify the purpose of CSS and basic CSS syntax.	Apply CSS styles to HTML elements to change their appearance.	Modify CSS styles to customize the appearance of a webpage.	Create a well-designed webpage with customized CSS styles.	Create a professional-looking webpage with advanced CSS styles, demonstrating creativity and a comprehensive understanding of design principles.
<b>HTML: Understand the concept of web design and be able to design and create a basic webpage using HTML and CSS.</b>	Identify basic principles of web design, such as layout, typography, and colour.	Create a basic webpage with proper HTML structure and basic CSS styling.	Design and create a well-organised and visually appealing webpage that demonstrates an understanding of web design principles.	Design and create an aesthetically pleasing webpage with advanced CSS styling that showcases creativity and a thorough understanding of web design principles.	Design and create a professional-grade webpage with advanced features, demonstrating mastery of web design principles and techniques.
<b>Python: Understand the basic concepts of programming and be able to write simple Python programs.</b>	Identify basic programming concepts such as variables, data types, and basic operators.	Write simple Python programs using basic programming concepts.	Write well-organised Python programs that demonstrate an understanding of programming concepts.	Write efficient Python programs with advanced programming concepts such as data structures and algorithms.	Write complex Python programs with advanced programming concepts that showcase creativity and a mastery of programming principles.
<b>Python: Understand the use of variables, data types, and basic operators in Python programming.</b>	Identify and define variables and data types in Python.	Use variables, data types, and basic operators in Python programs.	Write Python programs that demonstrate an understanding of variables, data types, and basic operators.	Write efficient Python programs with complex data types and operators.	Write sophisticated Python programs with advanced data types and operators that demonstrate creativity and mastery of programming principles.
<b>Python: Understand the use of conditional statements, loops, and functions in Python programming.</b>	Identify and use conditional statements, loops, and functions in Python programs.	Write Python programs that use conditional statements, loops, and functions effectively.	Write well-organised Python programs with advanced conditional statements, loops, and functions that demonstrate an understanding of control structures.	Write efficient Python programs that use complex conditional statements, loops, and functions to solve problems.	Write complex Python programs with advanced control structures that showcase creativity and a mastery of programming principles.



# Islamic Native: Curriculum Ambition

**يُتَسَمَّ تلاميذ مدرسة هورايزون الدولية بالكفاءة 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

\*تشجع على تحقيق التوازن بين الحياة الروحية والاجتماعية

\*داعمين للالتزام بالشعور بالارتباط 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)

\*استكشف 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 يقبلون 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: Year 9 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؟
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 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 والتاريخ والجغرافيا.	هذا يبني على معرفتك الحالية بمختلف السور والمعايير من الصف 8	تلاوة وحفظ السورة - من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام *كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداع.	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 وذاتي.	**يتلو الآيات القرآنية تلاوةً مجودة. *يبين المعنى الإجمالي للآيات الكريمة. *يستنتج الحكمة من إرسال الرسل. *يدلل على صدق رسالة سيدنا ونبينا محمد صلى الله عليه وسلم). *يوضح مفهوم المدح وحرهفه. *يميز بين أقسام المدح. *يبين دلالة الحديث الشريف. *يستنتج العلاقة بين إخلاص النية وقبول الأعمال. *يبين العلاقة بين الكسب الطيب وقبول العمل. *يميز بين الكسب الحلال والكسب الخبيث. *يبين المعنى الإجمالي للآيات الكريمة. *يستنتج موقف أهل القرية من رسل الله تعالى. *يستنتج عاقبة الصراع بين الحق والباطل. *يستنتج أهمية الإيمان بالقضاء والتقدير للمسلم. *يستنتج أثر الإيجابية في الحياة. *يبين مفهوم كل من صلاة الكسوف والاستسقاء والاستخارة. *يستنتج الحكمة من مشروعيه هذه السنن.	لماذا يقرأ المسلمون القرآن والحديث؟ الربط بدولة الإمارات - إيداء دولة الإمارات اهتمامها بالقرآن الكريم من خلال إنشاء مراكز لحفظ القرآن الكريم وإجراء مسابقات سنوية لحفظ القرآن واختيار أجمل الأصوات في تلاوة القرآن على المستوى الإسلامي العالمي.	هذا المصطلح يقرأ ويحلل السورة وفروعها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 1 و 2
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 أحاديث في الأسبوع وتحميلها في قناتك. قم بتعيين مشروع بحث قصير للتحقق من تعلمهم عن الإسراء والمعراج والسيره النبوية. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى والتاريخ والجغرافيا.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 1.	تلاوة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام *كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداع.	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 وذاتي.	يوضح موقف أهل القرية من دعوة الرجل الصالح* يقارن بين عاقبة كل من المؤمن الصالح والمكذب بالله* يستنتج فضائل المساجد الثلاثة* بين الآداب التي يجب أن يلتزم بها المسلم في المساجد* يحدد شروط صلح الحديثية* يستنتج أهمية التوكل على الله تعالى من أحداث فتح مكة* يبين فوائد السفر* يستنتج ثمرات التاديب بأداب السفر* يدلل على قدرة الله تعالى ووحديته* يستنتج الأسباب المعينة على نيل رحمة الله تعالى* يبين أهمية التكافل في حياة المسلم* يستنتج الوسائل التي تحقق التلاحم المجتمعي* يستنتج فوائد التلاحم المجتمعي للفرد والمجتمع*	ما هي أهمية أهمية المسجد الحرام بالنسبة للمسلمين؟ الربط بدولة الإمارات - فرص تفتخر دولة الإمارات نموذجاً يحتذى به في التعاليم السلمي بين أفراد مجتمعها ، فهي وطن لأكثر من مائتي جنسية وديانات مختلفة ، ويتمتعون بالأمن والاستقرار في الدولة.	هذا المصطلح يقرأ ويحلل السورة وفروعها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 3 و 4
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 أحاديث في الأسبوع وتحميلها في قناتك. حفظ السورة القرآنية حسب مستواك ، 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 والتاريخ والجغرافيا.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 2.	- قراءة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام *كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداع.	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 وذاتي.	يصف حال الأبرار في الجنة. يستنتج الأعمال التي تقربنا إلى الله تعالى* يوضح الصفات الإيجابية لشخصية المسلم* يميز بين التقليد والاتباع* يحذر من خطورة التقليد والتطرف* يحدد كفارة البتية* يستنتج أنواع النذور* يستنتج أسباب غزوة حنين* يذكر أحداث غزوة حنين* (صلى الله عليه وسلم) يدلل على صدق نبوة الرسول* يوضح دلائل وحدانية الله تعالى* يبين فضل صلة الأرحام* يوضح دور صلة الرحم في بناء مجتمع مترابط* يستخلص أثر المعلم العامل بعلمه على المتعلم والمجتمع* يستنتج ثواب صلة الرحم في الدنيا والاخرة*	لماذا تكبر المحافظة على القرابة مهمة في الإسلام؟ الربط بدولة الإمارات اشرح سر حب الناس للشيخ زايد رحمه الله ، وكيف نال هذه المكانة ، وما هي جوانب شخصيته التي تستحق المتابعة؟	هذا المصطلح يقرأ ويحلل السورة وفروعها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 5 و 6
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 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 والتاريخ والجغرافيا.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 3.	- قراءة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام *كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداع.	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 وذاتي.	يصف حال الأبرار في الجنة. يستنتج الأعمال التي تقربنا إلى الله تعالى* يوضح الصفات الإيجابية لشخصية المسلم* يميز بين التقليد والاتباع* يحذر من خطورة التقليد والتطرف* يحدد كفارة البتية* يستنتج أنواع النذور* يستنتج أسباب غزوة حنين* يذكر أحداث غزوة حنين* (صلى الله عليه وسلم) يدلل على صدق نبوة الرسول* يوضح دلائل وحدانية الله تعالى* يبين فضل صلة الأرحام* يوضح دور صلة الرحم في بناء مجتمع مترابط* يستخلص أثر المعلم العامل بعلمه على المتعلم والمجتمع* يستنتج ثواب صلة الرحم في الدنيا والاخرة*	لماذا تكبر المحافظة على القرابة مهمة في الإسلام؟ الربط بدولة الإمارات اشرح سر حب الناس للشيخ زايد رحمه الله ، وكيف نال هذه المكانة ، وما هي جوانب شخصيته التي تستحق المتابعة؟	هذا المصطلح يقرأ ويحلل السورة وفروعها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 7



# Islamic Native: Year 9 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)
<p>الوحي الإلهي (القرآن الكريم - الحديث الشريف)</p> <p>التلاوة - الحفظ - التحليل</p> <p>يظهر الطالب حفظاً متقناً للقرآن الكريم <b>4.1.1</b> ومعرفةً بمعانيه وعلومه وتطبيقاً لأحكامه.</p> <p><b>2.2.1</b> يظهر الطالب حفظاً للأحاديث النبوية الشريفة وفهمًا لمعانيها وتطبيقاً لأحكامها.</p>	<ul style="list-style-type: none"> <li>الفهم المحدود أو غير الدقيق للآيات القرآنية والأحاديث الشريفة لكنه يجد صعوبة في الربط بين معاني الآيات</li> </ul>	<ul style="list-style-type: none"> <li>بعض الفهم للآيات القرآنية ونصوص الأحاديث مع القدرة على انتقاء بعض الأدلة من حيث النقاط</li> <li>بعض الوعي بالسياقات ذات الصلة.</li> </ul>	<ul style="list-style-type: none"> <li>يسمع السور القرآنية المتضمنة في المنهج بنجاح جزئي.</li> <li>يربط معاني الآيات مع وجود أخطاء من وقت لآخر.</li> <li>يطبق بشكل جزئي أحكام المد.</li> <li>يسمع الأحاديث الواردة في المنهج بنجاح جزئي.</li> <li>يفسر المعاني العامة للأحاديث ويربطها بالحياة الواقعية مع بعض الأخطاء من حين لآخر.</li> </ul>	<ul style="list-style-type: none"> <li>يقرا السور القرآنية المقررة في المنهج بشكل صحيح في معظم الأوقات.</li> <li>يفسر بنجاح معاني آيات سور القرآن المقررة في المنهج.</li> <li>غالبًا ما يطبق أحكام المد.</li> <li>يسمع الأحاديث بشكل صحيح في معظم الأوقات.</li> <li>يفسر بنجاح المعاني العامة للأحاديث المتضمنة في المنهج ويربطها بالحياة الواقعية.</li> </ul>	<ul style="list-style-type: none"> <li>يسمع بإتقان السور القرآنية المقررة في المنهج.</li> <li>يفسر بدقة المعاني العامة لآيات السور القرآنية المقررة في المنهج.</li> <li>يطبق بدقة أحكام المد</li> <li>يسمع بإتقان الأحاديث المقررة.</li> <li>يفسر بدقة المعاني العامة للأحاديث المدرجة في المنهج ويربطها بنجاح بحياتها الحقيقية.</li> </ul>
<p>العقيدة الإسلامية</p> <p>التعرف والاستكشاف والتحليل</p> <p>يحلل الطالب نصوصاً شرعية في مجال <b>3.1.2</b> العقيدة الإسلامية.</p> <p>يظهر الطالب وعياً وإيماناً بأسس <b>2.1.2</b> الإيمان بالله تعالى وصفاته وملكوته وكتبه ورسوله.</p>	<ul style="list-style-type: none"> <li>يجد صعوبة في تحليل أثر الإيمان الإيجابي بالقضاء والقدرة على النفس المؤمنة.</li> <li>يجد صعوبة في نقد الأخطاء الفعلية والقولية الشاملة بين الناس في مجال القدر.</li> </ul>	<ul style="list-style-type: none"> <li>يظهر قدرة مبسطة في تحليل أثر الإيمان الإيجابي بالقضاء والقدرة على النفس المؤمنة.</li> <li>يظهر قدرة مبسطة على نقد الأخطاء الفعلية والقولية الشاملة بين الناس في مجال القدر.</li> </ul>	<ul style="list-style-type: none"> <li>يظهر قدرة مبسطة في تحليل أثر الإيمان الإيجابي بالقضاء والقدرة على النفس المؤمنة.</li> <li>يظهر قدرة مبسطة على نقد الأخطاء الفعلية والقولية الشاملة بين الناس في مجال القدر.</li> </ul>	<ul style="list-style-type: none"> <li>يظهر قدرة جيدة في تحليل أثر الإيمان الإيجابي بالقضاء والقدرة على النفس المؤمنة.</li> <li>يظهر قدرة جيدة على نقد الأخطاء الفعلية والقولية الشاملة بين الناس في مجال القدر.</li> </ul>	<ul style="list-style-type: none"> <li>يحلل بعمق تأثير الإيمان الإيجابي بالقضاء والقدرة على النفس المؤمنة.</li> <li>ينقد بعمق الأخطاء الفعلية والقولية الشاملة بين الناس في مجال القدر.</li> </ul>
<p>معايير النجاح</p> <p>قيم الإسلام وأدابه</p> <p>أشرح وأربط واستقصي</p> <p>يظهر الطالب فهماً وتمثلاً لقيم الإسلام <b>1.1.3</b> الفردية والجماعية في سلوكه.</p> <p>يظهر الطالب فهماً وتطبيقاً لأداب <b>1.2.3</b> الإسلام.</p>	<ul style="list-style-type: none"> <li>يحاول تصمم عرضاً حول أهمية العلم والعلماء مع وجود أخطاء.</li> <li>يميز بشكل سطحي بين الإخلاص والرياء.</li> <li>يذكر بشكل محدود مقتضيات قيمة الأخوة.</li> <li>يستخلص بشكل جزئي مبادئ الإسلام في حفظ الحقوق من نصوص الشريعة.</li> <li>يحاول تصمم نشرة تثقيفية حول آداب السفر مع وجود أخطاء متكررة.</li> <li>ينتقد بشكل غير صحيح الممارسات غير اللائقة في السفر.</li> </ul>	<ul style="list-style-type: none"> <li>يصمم عرضاً حول أهمية العلم والعلماء مع وجود أخطاء.</li> <li>يميز بشكل تام ودقيق بين الإخلاص والرياء.</li> <li>يشرح بشكل جزئي بين الإخلاص والرياء مع وجود أخطاء.</li> <li>يستخلص بشكل جزئي مبادئ الإسلام في حفظ الحقوق من نصوص الشريعة.</li> <li>يصمم نشرة تثقيفية حول آداب السفر مع وجود أخطاء.</li> <li>ينتقد بشكل جزئي الممارسات غير اللائقة في السفر مع وجود أخطاء.</li> </ul>	<ul style="list-style-type: none"> <li>يصمم عرضاً حول أهمية العلم والعلماء مع وجود أخطاء.</li> <li>يميز بشكل تام ودقيق بين الإخلاص والرياء.</li> <li>يشرح بشكل جزئي بين الإخلاص والرياء مع وجود أخطاء.</li> <li>يستخلص بشكل جزئي مبادئ الإسلام في حفظ الحقوق من نصوص الشريعة.</li> <li>يصمم نشرة تثقيفية حول آداب السفر مع وجود أخطاء.</li> <li>ينتقد بشكل جزئي الممارسات غير اللائقة في السفر مع وجود أخطاء.</li> </ul>	<ul style="list-style-type: none"> <li>يصمم بنجاح تام وبدقة ويتعمق عرضاً حول أهمية العلم والعلماء موضحاً دورهم في تطور المجتمع.</li> <li>يميز بشكل موسع بين الإخلاص والرياء مدلاً على اتصافه بالإخلاص.</li> <li>يشرح بشكل موسع مقتضيات قيمة التلاحم المجتمعي موضحاً أهمية الالتزام بها.</li> <li>يستخلص بشكل تام وصحيح مبادئ الإسلام في حفظ الحقوق من نصوص الشريعة.</li> <li>يصمم بنجاح تام نشرة تثقيفية حول آداب السفر موضحاً أهمية الالتزام بها.</li> <li>ينتقد بشكل عميق وصحيح الممارسات غير اللائقة في السفر.</li> </ul>	
<p>أحكام الإسلام ومقاصدها</p> <p>وصف - تصنيف - استنتاج</p> <p>يظهر الطالب معرفةً بفقه العبادات <b>3.1.4</b> ويؤديها بطريقة صحيحة.</p> <p>يظهر الطالب معرفةً وفهماً لقواعد <b>1.3.4</b> الأحكام الشرعية.</p>	<ul style="list-style-type: none"> <li>يطبق بشكل جزئي الصلوات ذات الأسباب في مواقف افتراضية.</li> <li>يطبق بشكل جزئي أحكام العمرة في مواقف افتراضية.</li> <li>يستخلص بشكل محدود المقاصد الشرعية لأحكام العمرة.</li> <li>يبين بشكل جزئي أحكام الإيمان والنذور.</li> </ul>	<ul style="list-style-type: none"> <li>يطبق بشكل كامل الصلوات ذات الأسباب في مواقف افتراضية، مع وجود أخطاء.</li> <li>يطبق بشكل كامل أحكام العمرة في مواقف افتراضية، مع وجود أخطاء.</li> <li>يستخلص بشكل جزئي المقاصد الشرعية لأحكام العمرة مع وجود أخطاء.</li> <li>يبين بشكل جزئي أحكام الإيمان والنذور.</li> </ul>	<ul style="list-style-type: none"> <li>يطبق بشكل كامل الصلوات ذات الأسباب في مواقف افتراضية، مع وجود أخطاء.</li> <li>يطبق بشكل كامل أحكام العمرة في مواقف افتراضية، مع وجود أخطاء.</li> <li>يستخلص بشكل جزئي المقاصد الشرعية لأحكام العمرة مع وجود أخطاء.</li> <li>يبين بشكل جزئي أحكام الإيمان والنذور.</li> </ul>	<ul style="list-style-type: none"> <li>يطبق بشكل كامل الصلوات ذات الأسباب في مواقف افتراضية دون أخطاء.</li> <li>يطبق بشكل كامل أحكام العمرة في مواقف افتراضية دون أخطاء.</li> <li>يستخلص بشكل صحيح المقاصد الشرعية لأحكام العمرة.</li> <li>يبين بشكل تام أحكام الإيمان والنذور ويقارن بينهما.</li> </ul>	<ul style="list-style-type: none"> <li>يطبق بشكل كامل الصلوات ذات الأسباب في مواقف افتراضية، دون أخطاء، والقدرة على شرح ذلك لزملائه / زملائها.</li> <li>يطبق بشكل كامل أحكام العمرة في مواقف افتراضية، دون أخطاء، والقدرة على شرح ذلك لزملائه.</li> <li>يستخلص بشكل تام وصحيح المقاصد الشرعية لأحكام العمرة.</li> <li>يبين بشكل موسع أحكام الإيمان والنذور ويقارن بينهما.</li> </ul>

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	الحمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 - 9)
<p>السيرة النبوية والشخصيات</p> <p>يستخلص الطالب المبادئ 3.1.5 والعبير من سيرة النبي (صلى الله عليه وسلم) من هجرته وحتى وفاته.</p> <p>يظهر الطالب معرفة واقتداء 1.2.5 بشخصيات إسلامية بارزة لها في خدمة الإسلام والمسلمين.</p>	<ul style="list-style-type: none"> <li>❖ يستطيع سرد مواقف العفو والتسامح من خلال فتح مكة وغزوة حُنين، مع وجود خلط وأخطاء كثيرة.</li> <li>❖ لا يمكنه استخلاص الدروس والحبر المستفادة من فتح مكة وغزوة حُنين ومن سيرة النبي صلى الله عليه وسلم الأب المرئي والجَد الرحيم.</li> <li>❖ يستطيع سرد جوانب من سيرة السيدة الثَّيَّاف بنت عبد الله رضي الله عنها والإمام الشافعي، مع وجود خلط وأخطاء كثيرة.</li> <li>❖ لا يستطيع استخلاص الدروس والحبر المستفادة من سيرة السيدة الثَّيَّاف بنت عبد الله الحدوية رضي الله عنها والإمام الشافعي.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع وصف مواقف العفو والتسامح من خلال فتح مكة وغزوة حُنين، مع وجود أخطاء بسيطة.</li> <li>❖ يجد صعوبة في استخلاص الدروس والحبر المستفادة من فتح مكة وغزوة حُنين ومن سيرة النبي صلى الله عليه وسلم الأب المرئي والجَد الرحيم.</li> <li>❖ لا يستطيع التحدث بنجاح عن بعض جوانب سيرة السيدة الثَّيَّاف بنت عبد الله رضي الله عنها والإمام الشافعي.</li> <li>❖ يجد صعوبة في استخلاص الدروس والحبر المستفادة من سيرة السيدة الثَّيَّاف بنت عبد الله الحدوية رضي الله عنها والإمام الشافعي.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع وصف مواقف العفو والتسامح من خلال فتح مكة وغزوة حُنين، مع وجود أخطاء بسيطة.</li> <li>❖ يجد صعوبة في استخلاص الدروس والحبر المستفادة من فتح مكة وغزوة حُنين ومن سيرة النبي صلى الله عليه وسلم الأب المرئي والجَد الرحيم.</li> <li>❖ لا يستطيع التحدث بنجاح عن بعض جوانب سيرة السيدة الثَّيَّاف بنت عبد الله رضي الله عنها والإمام الشافعي.</li> <li>❖ يجد صعوبة في استخلاص الدروس والحبر المستفادة من سيرة السيدة الثَّيَّاف بنت عبد الله الحدوية رضي الله عنها والإمام الشافعي.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع وصف مواقف العفو والتسامح من خلال فتح مكة وغزوة حُنين بدقة.</li> <li>❖ يستطيع استخلاص بعض الدروس والحبر المستفادة من فتح مكة وغزوة حُنين ومن سيرة النبي صلى الله عليه وسلم الأب المرئي والجَد الرحيم.</li> <li>❖ يستطيع التحدث بدقة عن جوانب من سيرة السيدة الثَّيَّاف بنت عبد الله رضي الله عنها والإمام الشافعي.</li> <li>❖ يستطيع استخلاص بعض الدروس والحبر المستفادة من سيرة السيدة الثَّيَّاف بنت عبد الله الحدوية رضي الله عنها والإمام الشافعي.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع تلخيص مواقف العفو والتسامح من خلال فتح مكة وغزوة حُنين بدقة.</li> <li>❖ يستخلص بدقة الدروس والحبر المستفادة من فتح مكة وغزوة حُنين ومن سيرة النبي صلى الله عليه وسلم الأب المرئي والجَد الرحيم.</li> <li>❖ يستطيع التحدث بدقة عن جوانب من سيرة السيدة الثَّيَّاف بنت عبد الله رضي الله عنها والإمام الشافعي.</li> <li>❖ يستخلص بدقة الدروس والحبر المستفادة من سيرة السيدة الثَّيَّاف بنت عبد الله الحدوية رضي الله عنها والإمام الشافعي.</li> </ul>
<p>الهوية والقضايا المعاصرة</p> <p>يظهر الطالب اعترافه 1.1.6 بشخصيته وهويته ووطنه وتقديره لتراثه و ثقافته والتزامه بثوابه وعاداته وتقاليده.</p> <p>يظهر الطالب فهماً للقضايا 1.2.6 والتحديات المعاصرة وقدرة على تحليلها وإيجاد حلول لها معتمداً على المبادئ والحكام الإسلامية</p>	<ul style="list-style-type: none"> <li>❖ يدرك أهمية الأمن بشكل عام، لكنه لا يقدر أن يُحدِّد المسؤولية الفردية والجماعية عن الأمن.</li> <li>❖ نادراً ما يصف قضايا وتحديات كبيرة، ولا يمتلك القدرة على اقتراح الحلول بناءً على المبادئ والأحكام الإسلامية والوطنية.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يدرك أهمية الأمن بشكل عام، لكنه يُحدِّد المسؤولية الفردية والجماعية عن الأمن بصعوبة.</li> <li>❖ يصف بين الحين والآخر قضايا وتحديات اجتماعية كبيرة، ويجد صعوبة في اقتراح الحلول بناءً على المبادئ والأحكام الإسلامية والوطنية.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يدرك أهمية الأمن بشكل عام، لكنه يُحدِّد المسؤولية الفردية والجماعية عن الأمن بصعوبة.</li> <li>❖ يصف بين الحين والآخر قضايا وتحديات اجتماعية كبيرة، ويجد صعوبة في اقتراح الحلول بناءً على المبادئ والأحكام الإسلامية والوطنية.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يُفسر ضرورة الأمن، ويُحدِّد بوضوح المسؤولية الفردية والجماعية عن الأمن.</li> <li>❖ يصف قضايا وتحديات اجتماعية كبيرة، ويحل المشكلات وفق المبادئ والأحكام الإسلامية والوطنية، مع وجود أخطاء من حين لآخر.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يحدِّد بدقة أهمية الأمن ويُوضِّح المسؤولية الفردية والجماعية عنه، ويُبيِّن أهمية الطاعة والتعاون لتحقيقه.</li> <li>❖ يصف بدقة قضايا وتحديات اجتماعية كبيرة، ويحل المشكلات بناءً على المبادئ والأحكام الإسلامية والوطنية.</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: Year 9 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> Honesty of the Prophet PBUH (Surah Yasin 112) Rules of Madd Acts are judged only by intentions Good earning People of the city (Surat Yasin 1319) Belief in divine decree and predestination Prayers for certain purposes (Eclipse, Rain, and Istikhara)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. <b>Ministry book Unit 1 &amp; 2</b>	<b>How and why do Muslims recite Quran and hadeeth?</b>  <b>UAE Link:</b> <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</b>	<ul style="list-style-type: none"> <li>To recite and analyse the meaning of Surah YaSin.</li> <li>To Identify and give evidence of the truthfulness of the message of Prophet Muhammad PBUH.</li> <li>To recognise and describe the concept of rules of Madd.</li> <li>To differentiate between types of Madd.</li> <li>To analyse and explain the lesson in hadeeth.</li> <li>To infer the relationship between having sincere intention and the acceptability of acts.</li> </ul>	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. <b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. <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>	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.	This <b>builds on</b> your existing knowledge about various standard and surah from 8.  This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.  This <b>provides an opportunity for collaboration</b> between History, Geography.	<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>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence
<b>Term 2:</b>  The story of the believers in surat Yasin2032 The holiest mosques The conquest Makkah Travel Manners The Power of Allah Surah Yasin 3354 Merits of the believers Social Cohesion	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. <b>Ministry book Unit 3 &amp; 4</b>	<b>How sacred are mosques, which are very important for Muslims?</b>  <b>UAE Link:</b> <b>The UAE is considered a role model for peaceful coexistence among the members of its society, it is home to people of over two hundred nationalities and different religions who enjoy security and stability in the country</b>	<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> </ul>	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. <b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. <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>	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.	This <b>builds on</b> your existing knowledge about various standard and surah from term1.  This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.  This <b>provides an opportunity for collaboration</b> between History, Geography.	<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>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence
<b>Term 3:</b>  The path to paradise surah Yasin 5566 Modeling Good deeds Oaths and Vows The Battle of Hunayn Evidence of the oneness and power of Allah Sur at Yasin 6983 Maintaining the ties of kinship Knowledge brings enlightenment and high status	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. <b>Ministry book Unit 5 &amp; 6</b>	<b>How and why maintaining kinship is important in Islam?</b> <b>UAE Link:</b> <b>Opportunity Explain the secret behind the love of the people for Sheikh Zayed (may Allah have mercy on him), how he earned that status and what aspect of his personality deserves to be followed</b>	<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> </ul>	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. <b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. <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>	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.	This <b>builds on</b> your existing knowledge about various standard and surah from term 2.  This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.  This <b>provides an opportunity for collaboration</b> between History, Geography.	<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>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence



# Islamic Non-Native: Year 9 Success Criteria

Success Criteria	Working Below (12)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Reading Divine Revelation(Quran + Hadith)</b> <b>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 to the rules of Al Madd. Recites the hadiths included in the curriculum with partial success. Interprets the general meanings of hadiths and links with to actual life, with some errors from time to time.	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 Madd. Recites correctly the hadiths most the time. Explains successfully the general meanings of hadiths included in the curriculum and links them to the real life.	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 Al Madd.  Recites accurately the hadiths included in the curriculum. Explains accurately the general meanings of hadiths included in the curriculum and links them successfully to their real life.
<b>Islamic Creed</b> <b>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.	Shows simple ability to analyze the impact of the positive faith in acts of God on the faithful self. Demonstrates a decent capacity to criticize both the common verbal and behavioral mistakes about divine fate.	Shows good ability to analyze the impact of the positive faith in acts of God on the faithful self.  Demonstrates a good capacity to criticize both the common verbal and behavioral mistakes about divine fate.	Analyzes, deeply, the impact of believing in the divine fate on a believer.  Criticize the verbal and behavioral mistakes that are common between people about the divine fate, supporting their answers with evidence.
<b>Islamic Values</b> <b>Explain, connects and investigate</b>	Limited ability to understand the Islamic values	Some understanding of how to explain simple ideas of voluntary work	Designs successfully accurately a presentation about the importance of knowledge and scholars, explaining their roles in developing society.  Distinguishes between loyalty and hypocrisy, providing evidence of being loyal. Explains extensively the requirements of the value of social cohesion, explaining the importance of complying with that.  Concludes completely and correctly the principles of Islam relating to keeping rights from the Sharia texts.  Designs successfully a cultivating bulletin on the morals of travelling, explaining the importance of complying with that. Criticizes deeply and correctly the inappropriate practices in travelling.	Designs successfully a presentation on the importance of knowledge and scholars, explaining their roles in developing society.  Distinguishes completely and accurately between loyalty and hypocrisy.  Explains completely the requirements of the value of brotherhood.  Concludes correctly the principles of Islam relating to keeping rights from the Sharia texts.  Designs successfully a cultivating bulletin on the morals of travelling.  Criticizes partially the inappropriate practices in travelling.	Designs a presentation on the importance of knowledge and scholars with errors.  Distinguishes partially between loyalty and hypocrisy, with errors.  Explains partially the requirements of the value of brotherhood.  Concludes partially the principles of Islam relating to keeping rights from the Sharia texts.  Designs a cultivating bulletin on the morals of travelling with errors.  Criticizes partially the inappropriate practices in travelling, with errors.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Islamic Rulings and its purposes</b>  <b>Describe, classifies and conclude</b>	Limited ability to describe the Islamic ruling and its purpose	Some understanding of more complex ruling and its purpose. Some ability to describe the Islamic ruling and its purpose.	Applies completely reasoned prayers in assumed situations, with errors. Applies completely the rules of Umrah in assumed situations, with errors. Concludes partially the Sharia purposes of Umrah rules, with errors. Explains partially the rules of oaths and warner.	Applies completely reasoned prayers in assumed situations, without errors. Applies completely the rules of Umrah in assumed situations, without errors. Concludes correctly most of the Sharia purposes of Omrah rules. Explains completely and accurately the rules of oaths and warner.	Applies completely reasoned prayers in assumed situations, without errors, being able to explain that to his/ her colleagues. Applies completely the rules of Umrah in assumed situations, without errors, being able to explain that to his/ her colleagues. Concludes completely and correctly the Sharia purposes of Omrah rules. Explains extensively the rules of oaths and warner.
<b>Prophet's biography &amp; Personalities</b>	Limited ability to describe the biography of important personalities and prophets.	Some information of Prophet and important personalities of Islam.	Can describe situations of forgiveness and tolerance through the Opening of Mecca and Battle of Hunain, with simple errors. Finds difficulty to conclude lessons from the Opening of Mecca and Battle of Hunain and from the prophet syrah as the breeder father and merciful grandfather. Can't speak successfully on aspects from the biography of Al Shafa bint Abdullah and Imam Al Shafei. Finds difficulty to conclude lessons from the biography of Al Shafa bint Abdullah and Imam Al Shafei.	Can accurately describe situations of forgiveness and tolerance through the Opening of Mecca and Battle of Hunain. Can conclude lessons from the Opening of Mecca and Battle of Hunain and from the prophet syrah as the breeder father and merciful grandfather. Can speak successfully on aspects from the biography of Al Shafa bint Abdullah and Imam Al Shafei. Can conclude some lessons from the biography of Al Shafa bint Abdullah and Imam Al Shafei.	Can accurately summarize situations of forgiveness and tolerance through the Opening of Mecca and Battle of Hunain. Concludes accurately lessons from the Opening of Mecca and Battle of Hunain and from the prophet syrah as the breeder father and merciful grandfather. Can speak accurately on aspects from the biography of Al Shafa bint Abdullah and Imam Al Shafei. Concludes accurately lessons from the biography of Al Shafa bint Abdullah and Imam Al Shafei.
<b>National Identity and Contemporary Issues</b>	Limited ability to understand the national identify and contemporary issues	Simple responses to the national identify and contemporary issues	Realizes the importance of security in general but is unable to identify the individual and group responsibility for the security hardly.  Describes from timetotime significant social issues and challenges and finds it hard to suggest solutions based on the Islamic and national principles and provisions.	Interprets the necessity of security in general and identifies clearly the individual and group responsibility for the security.  Describes significant social issues and challenges and solves the problems as per the Islamic and national principles and provisions, with errors from time to time.	Identifies accurately the importance of security, and explains the individual and group responsibility for it, and explains the importance of obedience and cooperation for achieving it.  Describes accurately significant social issues and challenges and solves the problems as per the Islamic and national principles and provisions.

# 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: Year 9 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
<p><b>Number Progression:</b> Unit 1, 19, 28</p>	<p>Learn about the Real Numbers and subsets of the Reals, considering accuracy and ways to re-write numbers for efficient manipulation and problem solving, for example standard index form.</p>	<ul style="list-style-type: none"> <li>- What does it mean to be accurate and is it always important?</li> <li>- How do you explore the "DNA" of a number and what is it able to tell you?</li> <li>- How does a simple index bring the cosmic and the quantum into reach?</li> <li>- How many patients can we safely treat in this hospital?</li> <li>- How many users can simultaneously access this website without it crashing?</li> </ul> <p><b>UAE Link:</b> Considering the bounds of a number allows you to make decisions on capacity and loading that are required for grand-scale engineering projects that are synonymous with the UAE.</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> <ul style="list-style-type: none"> <li>- Make links across topics</li> <li>- Multi-step problems</li> <li>- Creative and efficient approaches</li> <li>- Critical thinking</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> <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>Numbers are required in all walks of life and professions, so being able to be adept with manipulating them and communicating them with appropriate accuracy is crucial. Additionally, having techniques to be able to examine the composition of numbers helps improve our understanding of them, how they work and how to use them to our advantage.</p>	<p>This <b>builds on and consolidates</b> your understanding of Y7 Unit 1 and Y8 Unit 1.</p> <p>This <b>builds towards</b> gaining a deeper understanding of how numbers work and developing techniques to open a pathway to higher level Maths.</p> <p>This <b>provides an opportunity for collaboration</b> with Science, particularly with the use of accuracy and standard index form.</p>	<p><i>Alex's Adventures in Numberland – Alex Bellos</i></p> <p><i>Brilliant Blunders – Mario Livio</i></p> <p><i>Humble Pi – Matt Parker</i></p> <p><i>How to count to Infinity – Marcus Du Sautoy</i></p> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- 98 and the Grafting Numbers</li> <li>- The 10958 Problem</li> <li>- Encryption and Huge Numbers</li> <li>- Fermat's Last Theorem</li> <li>- Usain Bolt</li> </ul> <p><b>TedEd</b> – Whats the difference between Accuracy and Precision?</p>	<p>Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis</p>
<p><b>Algebra Progression:</b> Unit 2, 12, 16, 17, 21, 26, 32</p>	<p>Consolidate the algebraic skills that will form the foundation for Pure and Applied Maths, become fluent in manipulating and solving a variety of expressions, equations, identities and inequalities.</p>	<ul style="list-style-type: none"> <li>- To what extent are linear equations useful for modelling real-life scenarios?</li> <li>- Do all equations have a solution?</li> <li>- How can algebra reach beyond 3 dimensions?</li> </ul> <p><b>UAE Link:</b> The UAE has some of the world's best theme park rides and the biggest and most innovative buildings and structures – these projects rely heavily on the use of algebra to push to the limits of engineering possibilities whilst still ensuring safety.</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 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>Life is about solving problems and Algebra is the elemental language used to solve real-life problems in efficient ways. To solve challenging real-life problems, you will be required to make algebraic generalisations and also to manipulate expressions, equations, formulae and inequalities accurately, arrive at solutions and critically consider the validity of these solutions.</p>	<p>This <b>builds on and consolidates</b> your understanding of Y7 Unit 2 and Y8 Unit 2.</p> <p>This <b>builds towards</b> being able to solve general (rather than specific) problems that can be applied to any scenario and context.</p> <p>This <b>links heavily</b> with the Graphs, Functions and Calculus progression which begins to unlock the potential of algebra to solve real-world problems.</p>	<p><i>17 Equations that changed the World – Ian Stewart</i></p> <p><i>Fermat's Last Theorem – Simon Singh</i></p> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- Sequence with a mistake</li> <li>- Sum of natural numbers</li> <li>- Why do people hate Mathematics?</li> </ul>	<p>Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis</p>

	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>Proportional Reasoning Progression: Unit 3, 13, 23</b>	Learn to move fluently between number representations and calculate with fractions, decimals, percentages and ratio. Link your understanding of these to include a wide variety of directly and inversely proportional relationships.	<p>- What is the best way to write a number?</p> <p>- What is the optimal training duration and intensity required to optimize athletic performance?</p> <p>- How can the inverse square law be used to explain the relationship between physical variables?</p> <p><b>UAE Links: Converting between AED and other currencies is vital in Global hub for economy and trade. As the population of the UAE increases, this increases the capacity of the workforce, but places more pressure on the resources.</b></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> <ul style="list-style-type: none"> <li>- Make links across topics</li> <li>- Multi-step problems</li> <li>- Creative and efficient approaches</li> <li>- Critical thinking</li> </ul> <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>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>A strong understanding of proportion underpins the majority of IGCSE Maths, as well as providing the basis for an enormous range of real-life applications. These range from calculations involving percentages and fractions, simple directly proportional relationships such as quantity vs cost, and speed, distance and time to the most complicated and nuanced direct and inverse relationships between physical quantities in the fields of science, medicine, engineering, business, geography and economics.</p>	<p>This <b>builds on and consolidates</b> your understanding of Y7 Unit 3 and Y8 Unit 4.</p> <p>This <b>builds towards</b> developing an understanding of how to explore proportional relationships across a variety of contexts.</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>Exactly – Simon Winchester</i></p> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- Mathematical ways to choose a toilet</li> <li>- The golden ratio (why is it so irrational?)</li> <li>- 19 out of 20</li> </ul> <p><b>NRICH:</b> Mathematics in Financial Markets</p>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Independence</p> <p>Problem-solving</p> <p>Exploration</p> <p>Resilience</p> <p>Curiosity</p> <p>Research</p> <p>Adaptability</p> <p>Generalisation</p> <p>Efficiency</p> <p>Analysis</p>
<b>Geometry Progression: Unit 4, 6, 10, 20, 22, 24, 29</b>	Learn about the principles of geometry in 1, 2 and 3 dimensions. Consider lines, angles, polygons, areas, volumes and circle theorems. Use Trigonometry and Pythagoras' Theorem for a variety of 2D and 3D shapes.	<p>- How is geometry used in navigation, GPS and mapping the Earth's surface?</p> <p>- What are the Axioms of Euclidean Geometry and how can we use these self-evident statements to prove everything else?</p> <p>- Do different types of Geometry exist?</p> <p><b>UAE Link: How did the recent UAE Space Mission's use Geometric principles to support with their success?</b></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>Geometry can often seem too "basic" to be genuinely useful in real-life, but the simple principles that are explored in these units provide the foundations for applications within architecture, computer graphics and animation, navigation and GPS, forces, motion and mechanics.</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> gaining a deeper understanding of geometry in 2D as you begin to map this understanding onto Cartesian planes, modelling them algebraically and eventually exploring different geometries and higher dimensions.</p> <p>This <b>provides an opportunity for collaboration</b> with History.</p>	<p><i>Things to make and do in the 4<sup>th</sup> Dimension – Matt Parker</i></p> <p><i>Geometry Snacks – Ed Southall</i></p> <p><i>Wonder book of Geometry – David Acheson</i></p> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- How many ways can circles overlap?</li> <li>- Beautiful Triangles</li> <li>- Unexpected Shapes</li> <li>- Beautiful Trigonometry</li> </ul> <p><b>Veritasium:</b> The discovery that changed Pi</p> <p><b>NRICH:</b> How many Geometries are there? About Pythagorean Golden Means</p>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Independence</p> <p>Problem-solving</p> <p>Exploration</p> <p>Resilience</p> <p>Curiosity</p> <p>Research</p> <p>Adaptability</p> <p>Generalisation</p> <p>Efficiency</p> <p>Analysis</p>



# Mathematics: Year 9 Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Unit 1 – Number 1</b> <ul style="list-style-type: none"> <li>- Use a scientific calculator, accurately round numbers, estimate and check solutions</li> <li>- Understand factors, multiples and primes (including HCF and LCM)</li> <li>- Understand rules of indices and apply to problems involving factors, multiples and standard index form</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 2 – Algebra 1</b> <ul style="list-style-type: none"> <li>- Simplifying expressions (using 4 operations <math>\pm \times \div</math>), substitute into formulae</li> <li>- Expand and simplifying single, double and triple brackets, factorise (into a single bracket)</li> <li>- Solve equations including brackets, fractions, indices and unknowns on both sides, with reference to functions, inverse functions and function machines</li> <li>- Generate a position-to-term rule for a linear sequence or pattern</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 begin to make links between different content areas and solve problems requiring more than one step or more than topic	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 confidently and accurately solve multi-step problems, with or without context
<b>Unit 3 – Fractions, Decimals, Percentages, Ratio and Proportion</b> <ul style="list-style-type: none"> <li>- Demonstrate clear written methods for <math>\pm \times \div</math> fractions without the use of a calculator</li> <li>- Convert fluently between Fractions, Decimals, Percentages and Ratio</li> <li>- Understand multiplicative scaling (including lengths and angles of similar shapes)</li> <li>- Calculate with fractions, decimals, percentages and ratio</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 seamlessly move between topics in order to solve a wide variety of problems
<b>Unit 4 – Geometry 1: Angles, Polygons and Parallel Lines</b> <ul style="list-style-type: none"> <li>- Remember and apply angle rules relating to parallel and intersecting lines</li> <li>- Remember and apply angle rules relating to regular and irregular polygons</li> </ul>					Can demonstrate creativity when approaching unfamiliar problems
<b>Unit 5 – Probability 1</b> <ul style="list-style-type: none"> <li>- Calculate expected outcomes from a given number of trials</li> <li>- Understand basic probability, draw tree diagrams to represent events and outcomes</li> <li>- Calculate the probability of multiple independent and dependent events</li> </ul>				Can evaluate a variety of approaches to solve problems	
<b>Unit 6 – Geometry 2: Lengths, Areas and Volume</b> <ul style="list-style-type: none"> <li>- Remember and use formulae to find the area of 2D shapes, including circles</li> <li>- Know and apply Pythagoras' Theorem to a variety of problems in 2D</li> <li>- Use the formula to calculate the volume of a prism</li> </ul>					
<b>Unit 7 – Data and Statistics 1</b> <ul style="list-style-type: none"> <li>- Draw and interpret Scatter Graphs</li> </ul>					
<b>Unit 8 – Graphs 1</b> <ul style="list-style-type: none"> <li>- Appreciate that a point on a line must satisfy its equation, including points of intersection with axes</li> <li>- Recognise and draw basic straight lines by considering tables of values, coordinate relationships and <math>y = mx + c</math></li> </ul>					
<b>Unit 9 – Transformations and Constructions</b> <ul style="list-style-type: none"> <li>- Describe and perform rotations, reflections, translations and enlargements</li> <li>- Accurately bisect angles and lines and construct shapes</li> <li>- Understand and use vector notation, including column vectors</li> <li>- Add/subtract vectors and multiply vectors by scalar quantities</li> <li>- Find the magnitude of a vector</li> </ul>					

# 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: Year 9 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>	<p>How to talk about self, family and friends</p> <p>How to make arrangements to go out</p> <p>How to talk about events and yourself using past tenses</p>	<p><b>How can I talk about myself and others using more complex vocabulary?</b></p> <p><b>How can I make plans to go out?</b></p> <p><b>UAE Link:</b>  <a href="https://www.dubaitravelguide.info/visit-dubai/">https://www.dubaitravelguide.info/visit-dubai/</a>  <a href="https://www.moec.gov.ae/en/-/entertainment?delta=4">https://www.moec.gov.ae/en/-/entertainment?delta=4</a>  <a href="https://www.khaleejtimes.com/entertainment">https://www.khaleejtimes.com/entertainment</a></p>	<ul style="list-style-type: none"> <li>Revising family and describing people using adjectival agreement and present tense</li> <li>Revising places in a town and activities using definite and indefinite articles, <i>aller</i> in the present tense and prepositions</li> <li>Talking about friends and using irregular verbs in the present tense</li> <li>Talking about family relationships using reflexive verbs, possessive adjectives and emphatic pronouns</li> <li>Making arrangements to go out using the near future tense</li> <li>Describing a night out using the perfect past tense</li> <li>To talk about life when you were younger using the imperfect tense</li> <li>To discuss role models using the present, perfect and imperfect tenses</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b></p> <p>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</p> <p><b>Summative Assessment:</b>  <b>Module 1 assessment in listening, reading and writing</b></p>	<p>To understand how to say where places are in a town</p> <p>To be able to describe self and others in more detail</p> <p>To be able to talk about the past using two different tenses</p>	<p>This <b>builds on</b> adjectival agreement and wider vocabulary knowledge</p> <p>This <b>builds towards</b> using two different tenses effectively in the past and being able to narrate an event</p> <p>This <b>provides an opportunity for collaboration</b> with English</p>	<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> </ul>	<p>Resilience            Creativity            Collaboration            Adaptability            Inquiry            Research            Reflection            Communication            Teamwork            Patience            Motivation            Confidence</p>
<b>Term 2:</b>	<p>How to talk about media and free-time activities in the present and past tenses</p>	<p><b>How can I talk about my interests now and in the past?</b></p> <p><b>UAE Link:</b>  <a href="https://u.ae/en/about-the-uae/culture/sports-and-recreation">https://u.ae/en/about-the-uae/culture/sports-and-recreation</a>  <a href="https://www.filmdistrictdubai.com/blogs/dubai-film-industry-the-filmmakers-hub-of-the-uae">https://www.filmdistrictdubai.com/blogs/dubai-film-industry-the-filmmakers-hub-of-the-uae</a>  <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>  <a href="https://www.elfdubai.org/en/home">https://www.elfdubai.org/en/home</a></p>	<ul style="list-style-type: none"> <li>Revising sport and music using <i>faire and jouer</i></li> <li>To revise technology and free-time activities including film and TV using present and perfect tense</li> <li>How to use <i>depuis + present tense</i> and the position of adjectives</li> <li>Talking about your life online using the comparative</li> <li>To talk about books and reading using the imperfect tense</li> <li>Talking about TV programmes using direct object pronouns</li> <li>To discuss films and actors using superlative adjectives</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b></p> <p>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</p> <p><b>Summative Assessment:</b>  <b>Module 2 assessment in listening, reading and writing</b></p>	<p>To gain insight into how to use tenses and comparatives effectively to discuss free-time activities.</p>	<p>This <b>builds on</b> free time activities, preferences and past tenses</p> <p>This <b>builds towards</b> translating a text into French using different tenses</p> <p>This <b>provides an opportunity for collaboration</b> between English, Music and Sport.</p>	<ul style="list-style-type: none"> <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>Watch a film or TV programme in French, note some useful vocabulary</li> <li>Find out about reading habits in the past compared to nowadays</li> <li>Present a profile of your favourite actor/author/sportsperson</li> </ul>	<p>Resilience            Creativity            Collaboration            Adaptability            Inquiry            Research            Reflection            Communication            Teamwork            Patience            Motivation            Confidence</p>
<b>Term 3:</b>	<p>How to talk about food and drink</p> <p>How to go shopping for clothes</p> <p>Discussing festivals and traditions</p>	<p><b>How can I talk about food and drink and relate them to festivals and special occasions?</b></p> <p><b>How can I go shopping for clothes?</b></p> <p><b>UAE Link:</b>  <a href="https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/">https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/</a>  <a href="https://u.ae/en/information-and-services/visiting-and-exploring-the-uae/what-to-do-in-the-uae/shopping">https://u.ae/en/information-and-services/visiting-and-exploring-the-uae/what-to-do-in-the-uae/shopping</a>  <a href="https://u.ae/en/media/events">https://u.ae/en/media/events</a></p>	<ul style="list-style-type: none"> <li>Talking about food and meals using the partitive article and the irregular verbs <i>boire</i> and <i>prendre</i></li> <li>Discussing and shopping for clothes using adjectives, subject and object pronouns and the verbs <i>porter</i> and <i>mettre</i></li> <li>Describing your daily life using <i>pouvoir</i> and <i>devoir</i> and asking questions</li> <li>Talking about food for special occasions using the pronoun <i>en</i></li> <li>Using polite language and asking questions in the <i>tu</i> and <i>vous</i> forms</li> <li>Describing family celebrations using <i>venir de + infinitive</i></li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b></p> <p>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</p> <p><b>Summative Assessment:</b>  <b>Module 3 assessment in listening, reading, writing and speaking</b></p>	<p>To be familiar with traditional French cuisine and festivals</p> <p>To be able to go shopping to buy clothes</p> <p>To understand how French-speaking countries celebrate special occasions and festivals</p>	<p>This <b>builds on</b> using irregular verbs</p> <p>This <b>builds towards</b> learning about French culture and traditions and preparing for role play in the GCSE speaking examination</p> <p>This <b>provides an opportunity for collaboration</b> between English and Food Technology</p>	<ul style="list-style-type: none"> <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>	<p>Resilience            Creativity            Collaboration            Adaptability            Inquiry            Research            Reflection            Communication            Teamwork            Patience            Motivation            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>	<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><b>How can I talk about myself, others and free-time?</b></p> <p><b>UAE Link:</b>  <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> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b></p> <p>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</p> <p><b>Summative Assessment:</b>  <b>Module 3 assessment in listening, reading and writing</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>This <b>builds on</b> adjectival agreement and wider vocabulary knowledge</p> <p>This <b>builds towards</b> extending responses by referring to others</p> <p>This <b>provides an opportunity for collaboration</b> with English 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  Creativity  Collaboration  Adaptability  Inquiry  Research  Reflection  Communication  Teamwork  Patience  Motivation  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>UAE Link:</b>  <a href="https://www.dubaitravelguide.info/visit-dubai/">https://www.dubaitravelguide.info/visit-dubai/</a></p> <p><a href="https://www.ncm.ae/maps-weather-forecast?lang=en">https://www.ncm.ae/maps-weather-forecast?lang=en</a></p>	<ul style="list-style-type: none"> <li>Discussing holidays and weather in the present and preterite tenses</li> <li>Using different opinions to add variety</li> <li>Referring to other people's opinions and giving reasons for activities</li> <li>Using sequencers</li> <li>Employing verbs in the 'we' form</li> <li>Describing where you stayed using the imperfect tense</li> <li>Using a dictionary effectively to find new words</li> <li>Using questions to form answers</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b></p> <p>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</p> <p><b>Summative Assessment:</b>  <b>Module 1 assessment in listening, reading and writing</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</b> giving opinions, understanding question words and listening to identify the person of the verb</p> <p>This <b>builds towards</b> using different verbs of opinion and referring to others' opinions, as well as recognizing tenses and re-ordering texts</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> </ul>	<p>Resilience  Creativity  Collaboration  Adaptability  Inquiry  Research  Reflection  Communication  Teamwork  Patience  Motivation  Confidence</p>
<b>Term 3:</b>	<p>How to talk about school</p>	<p><b>How can I talk about my school compared to schools in Spain?</b></p> <p><b>UAE Link:</b>  <a href="https://u.ae/en/information-and-services/education">https://u.ae/en/information-and-services/education</a></p> <p><a href="https://hisdubai.ae/our-school">https://hisdubai.ae/our-school</a></p>	<ul style="list-style-type: none"> <li>Giving opinions about school subjects and describing school facilities</li> <li>Describing school uniform and the school day</li> <li>Talking about subjects and teachers using comparatives and superlatives</li> <li>Describing your school past and present using the imperfect and present tenses</li> <li>Using negatives</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b></p> <p>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</p> <p><b>Summative Assessment:</b>  <b>Module 2 assessment in listening, reading, writing and speaking</b></p>	<p>To be familiar with the Spanish education system</p> <p>To express opinions about school-related topics</p> <p>To be able to use and recognize four tenses effectively</p>	<p>This <b>builds on</b> using comparatives and superlatives to express opinions</p> <p>This <b>builds towards</b> using negatives and reinforcing the imperfect tense. Also tackling more complex listening comprehensions and narrating in four different tenses</p> <p>This <b>provides an opportunity for collaboration</b> with English and extra-curricular activities</p>	<ul style="list-style-type: none"> <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  Creativity  Collaboration  Adaptability  Inquiry  Research  Reflection  Communication  Teamwork  Patience  Motivation  Confidence</p>

# MFL: Year 9 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 main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases.	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences.	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.
<b>Reading</b>	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar into English.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.	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.
<b>Writing</b>	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	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.
<b>Speaking</b>	Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation.	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.

# Music: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who enter KS3 with a strong core set of competencies in performing, creating and understanding music. Our curriculum aims to build on this by ensuring that they:**

- Experience the inspiration and power of the arts, which fosters life-long passion and learning.
- Are constantly improving their understanding of the fundamentals – rhythm, pitch, notation and tonality.
- Are challenged daily to improve their skills in performance, both individually and in a group setting.
- Develop understanding of music and musical literacy by listening to music and identifying musical signs, symbols and concepts.
- Are given the opportunity to work in a collaborative environment, where they can showcase their skills in person and in a virtual context.
- Develop practical skills for creating and composing music in a variety of contexts.
- Develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music.
- Are encouraged to become reflective individuals with strong critical thinking skills, allowing for critical evaluation across all aspects of their work.
- Are encouraged to be digitally literate learners in a musical context by using industry standard software packages to create and record music.
- Provided with opportunities to experience industry experts in the arts first-hand through recreational visits to performances and professional work-spaces.

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

- Includes a wide range of experiences including performing, creating, and analysing music from a variety of global communities and cultures.
- Encourages pupils to reach for the next stage of their own development through progressive mastery of fundamental musical skills.
- Develops confidence and independence in learning through an element of personalisation and choice.
- Develops a number of core life skills which are transferable to many other areas of study and wider life.

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

- Provides pupils with regular feedback on their work, with clear communication 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 of learning to ensure all pupils have equal opportunities for progress and attainment.
- 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 allow pupils to offer their opinions and shape their own learning. This in turn allows staff to reflect on lesson planning and adapt lessons to reflect pupils needs.



# Music: Year 9 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>Group Performing</b>	<p><b>How do I successfully work with others in a musical setting to perform as a group?</b></p> <p><b>UAE Link:</b> Explore performances by famous artists who are from the UAE, as well as discussing the diverse musical scene for visiting artists in Dubai.</p>	<ul style="list-style-type: none"> <li>To use our existing skills in performance and apply these to a group setting.</li> <li>Perform in two groups – a full class size group, and a smaller ‘band sized’ group.</li> <li>Learn the key aspects of team-work and apply these in a musical setting.</li> </ul>	<p>We will learn the individual parts of a song and use our critical listening and team-working skills to put these parts together to create a successful group performance.</p> <p><b>Assessment for Learning:</b> Peer Assessment Exit/Entrance Cards Think Pair Share Practice Diaries</p> <p><b>Summative Assessment:</b> Recording of our final performance.</p>	<p>Performing in an ensemble is a critical part of any musicians development, and the opportunity to interact with your peers in this way provides excellent opportunities to enhance skills in communication, leadership and teamwork.</p> <p>Recording our final performances allows pupils to develop essential digital skills.</p>	<p>This <b>builds on</b> our previous unit of work as well as performance skills developed in the primary phase.</p> <p>This <b>builds</b> confidence in performing which is not only a key component of music at all stages, but is a key transferable life skill that you can use in many other aspects of life.</p> <p>This <b>provides an opportunity for collaboration</b> between pupils in class, and other expressive arts and digital subjects.</p>	<ul style="list-style-type: none"> <li><b>Project:</b> Record performances and create a virtual concert showcasing our bands.</li> <li><b>Reading:</b> Music and How it Works: The Complete Guide for Kids – Dorling Kindersley</li> <li><b>Further Exploration:</b> Watch and analyse recorded performances by famous artists and explore groups from genres of music not covered in this unit of work.</li> </ul>	<p>Skills Management Creativity Problem Solving Critical Thinking Decision Making</p>
<b>Term 2:</b>	<b>Music Throughout History</b>	<p><b>What did music look like and sound like throughout different periods of history?</b></p> <p><b>UAE Link:</b> Explore historic music from the Emirates and wider Middle East.</p>	<ul style="list-style-type: none"> <li>To learn about different periods of musical history including renaissance, baroque, classical and romantic.</li> <li>Be able to identify the key characteristics of each period, including specific music concepts and terminology.</li> <li>Be able to tell different music periods apart by ear.</li> </ul>	<p>We will listen in depth to music of different styles, as well as watching performances of the music.</p> <p>We will break down the key music concepts which shaped each era in history and through careful listening we will build our skills in identifying these concepts by ear.</p> <p><b>Assessment for Learning:</b> 5 3 1 Say It Again, Better Kahoot</p> <p><b>Summative Assessment:</b> End of Unit Assessment</p>	<p>Exposing our ears to new sounds is extremely beneficial to our musical development. Dissecting a style and understanding in depth its key components allows us to more fully understand the style and the concepts we are studying, and enhances our general musicianship.</p>	<p>This <b>builds on and progresses pupils skills</b> from previous units of work where we dissect a musical style and learn specific musical concepts and terminology.</p> <p>This <b>builds</b> confidence in our musical ears and ability to identify musical terms and concepts just by listening.</p> <p>This <b>provides an opportunity for collaboration</b> between pupils in class, and subjects which explore aspects of historical periods such as social studies.</p>	<ul style="list-style-type: none"> <li><b>Project:</b> Research A Composer</li> <li><b>Reading:</b> The History Of Music (For Kids!) Mocomi.com</li> <li><b>Further Exploration:</b> Select a famous work from each era of study and listen to it! Can you analyse the music using specific terminology?</li> <li>Go and see classical music being performed!</li> </ul>	<p>Understanding Remembering Listening Analysis</p>
<b>Term 3:</b>	<b>Music Of The World</b>	<p><b>What do I understand about musical cultures from around the world? In what ways is traditional music similar and different around the globe?</b></p> <p><b>UAE Link:</b> Explore traditional Emirati music and instruments.</p>	<ul style="list-style-type: none"> <li>To learn about traditional music from different cultures around the world.</li> <li>To learn about unique instruments used in specific traditions around the world.</li> <li>To be able to identify styles of world music by ear.</li> <li>To compose a piece of music from a specific musical tradition.</li> </ul>	<p>Through exploring video , audio and in-person examples of various styles of music from around the world.</p> <p><b>Assessment for Learning:</b> Flash Cards Creation of Revision Resources</p> <p><b>Summative Assessment:</b> End Of Unit Assessment World Music Composition Project</p>	<p>To learn about a new style of music and become more aware and appreciative of of cultures, traditions and values from around the world.</p> <p>To build confidence in our understanding, listening and creative skills.</p>	<p>This <b>builds on and progresses pupils skills</b> from previous units of work where we dissect a musical style and learn specific musical concepts and terminology.</p> <p>This <b>builds towards</b> development of more advanced listening and analysis skills which become an integral part of music education as you move through the school.</p> <p>This <b>provides an opportunity for collaboration</b> between pupils in class, and other expressive arts subjects.</p>	<ul style="list-style-type: none"> <li><b>Project:</b> Compose a piece of music in the tradition of a particular country.</li> <li><b>Reading/ Listening:</b> allaroundtheworld.com</li> <li><b>Further Exploration:</b> What is your home country? Research the native and traditional music there and listen to some examples!</li> </ul>	<p>Creative Listening Understanding Remembering Analysing</p>

# Music: Year 9 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
I understand how to be a successful member of a musical group.	I can play my own part, but have limited ability to work with a group.	I can play my own part and can use basic team work and listening skills to perform in a small ensemble.	I can play my own part and can use my listening and communication skills to effectively perform as part of a class size group.	I can play my own part and confidently understand how this interacts with the rest of the group. I am comfortable with count ins and performance directions.	I can take a leadership role within the group, and am comfortable directing parts of, or all, of the performance.
I can read and understand music notation, and use this to aid my performances.	I have limited understanding of basic signs and symbols.	I can understand basic signs and symbols.	I can follow music notation relevant to my instrument, and use this to guide my performance.	I can confidently read music notation, including rhythm and directions on staff e.g. Repeats, tempo, dynamics.	I can independently read music on my instruments including all rhythms, pitches and directions. (ABRSM Grade 1 Level)
I can use communication, leadership and teamwork skills to successfully work in a group.	I struggle to work in a group setting.	I am comfortable working as part of a smaller group.	I can communicate and work effectively with my peers in a small group as well as a class setting.	I am comfortable working in a smaller group as well as a class setting and can use a variety of teamwork skills to enhance our work.	I am comfortable working in a group setting to produce a high standard of work and I am confident in taking on leadership roles.
I have the confidence to perform to an audience.	I don't feel comfortable sharing my performances with others.	I can perform confidently to my teacher.	I can perform confidently in front of the class.	I can perform with confidence in front of a wider audience, such as in a wider school setting i.e. a school concert.	I can deliver a performance which displays technical skill, expressive control, stylistic awareness and confidence.
I can use technology to capture my performances and to aid my digital learning.	I have limited understanding of basic music technology.	I understand and recognise basic recording techniques on GarageBand	I can effectively use my knowledge of GarageBand to record a group performance.	I am confident in using GarageBand to record a group performance and can use basic editing techniques to enhance my recording.	I can independently record a group performance and use editing techniques to produce a high quality sound. I can export the audio for use in other media.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
I understand the timeline of music and significant musical eras from 1600-1910	Limited understanding of historical eras.	Some understanding of historical eras in music.	A good understanding of historical eras in music.	A very good understanding of historical eras in music, with awareness of notable composers from each era.	A very good understanding of historical eras in music, with awareness of notable composers from each era and famous compositions.
I understand the key characteristics and features of each era of musical history.	Limited understanding of key musical features.	Some understanding of key musical features.	Good understanding of key musical features.	I have a strong understanding of musical features of each era, and can confidently describe the differences between eras.	I have a strong understanding of musical features of each era, and can confidently describe the differences between eras using advanced terminology to describe features of the music and instrumentation.
I can identify by ear the key characteristics and features of each historical era.	Struggles to identify concepts by ear.	Have some ability to identify concepts by ear.	I can identify most concepts by ear.	I can confidently identify concepts by ear.	I can confidently identify advanced concepts by ear.
I can analyse a piece of music from the past, and use specific musical vocabulary to break down its key features and identify which era it hails from.	Limited ability to analyse the music.	Some ability to successfully analyse the music.	I can successfully place the music within the correct era, and have analysed some features of the composition.	I can successfully place the music within the correct era, and have identified and analysed all of the key features of the music.	I can successfully place the music within the correct era, and have identified and analysed all of the key features of the music using advanced terminology.

# 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: Year 9 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> <b>Health-Related Fitness</b>	This unit will explore the links between components of fitness, methods of training and particular sporting disciplines. Students will consider the concept of character development and particularly dealing with challenge.	<b>How can I use sport and exercise to develop transferrable skills to deal with challenge in life?</b>  <b>UAE Link: National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.</b>	<ul style="list-style-type: none"> <li>Understand and link components of fitness, methods of training and particular sporting disciplines, understanding how to develop these and why</li> <li>Understand and be able to independently administer fitness testing, set personal goals and devise a plan to achieve them</li> <li>Know how to improve fitness levels and general health through exercise</li> </ul>	Through exploring a range of different methods of training such as CrossFit, boxing, and circuit training. Self-conducting fitness tests  <b>Assessment for Learning:</b> questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, delivery of a planned circuit session to a partner. <b>Summative Assessment:</b> Final fitness test lesson including administering tests, questions and data collection and comparison. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how to live a healthy, active lifestyle and ensure that you are equipped with the knowledge and understanding of why this is important and how to achieve it	This <b>builds on</b> existing knowledge of Health-Related fitness gained in Year 7 and 8 based on methods of training and components of fitness.  This <b>builds towards</b> a further understanding of health, exercise and body systems in iGCSE Physical Education  This <b>provides an opportunity for collaboration</b> between Science, Moral Education and Mathematics	<ul style="list-style-type: none"> <li>Design a circuit training session and understand the components of fitness you are developing, adapting this to different clients and session goals</li> <li>Complete a scenario-based coach-client lesson, devising workouts based on specified targets and goals</li> <li>Create fitness-based workouts that improve a specific component of fitness or muscle group</li> <li>Setting up and administering fitness tests on yourself and others using the correct procedures for each</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>Leadership</li> </ul>
<b>Term 1B:</b> <b>Invasion Games</b>	This unit will explore invasion games with particular focus in basketball, touch rugby and character development	<b>How can I ensure that I develop my knowledge, character and ability in invasion games; within basketball and touch rugby specifically?</b>  <b>UAE Link: 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 and try different types of passes in basketball and touch rugby</li> <li>Can officiate peers in a game environment</li> <li>Can analyse and reflect on performance</li> <li>Develop knowledge of rules of basketball and touch</li> </ul>	Through exploring a range of challenges, drills, activities and games. 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 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 understand how to play netball and touch rugby. To know the basic rules of the game and develop a love/understanding for the sport	This <b>builds on</b> existing knowledge of Invasion Games gained in Year 7 rugby and other invasion games taught in year 8.  This <b>builds towards</b> a better understanding of the rules of basketball, touch rugby and character development amongst students.  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 basketball and touch rugby</li> <li>Create an activity (warm up, drill, conditioned game) for peers to complete in basketball and touch rugby</li> <li>Join the school basketball squad</li> <li>Join T3 Rugby club before or after school</li> <li>Participate in sports out of school/ECA's</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 2A:</b> <b>Athletics</b>	This unit will explore Athletics and the concept of Character Development	<b>How can participation in athletics contribute to the development of one's character, and how might this character development influence personal success both inside and outside of sports?</b>  <b>UAE Link: aligning with the UAE's vision of creating a society that values hard work, perseverance, respect for all, and a sense of responsibility towards the community</b>	<ul style="list-style-type: none"> <li>Master a range of advanced athletic skills and deepen understanding of various athletic events.</li> <li>Refine techniques in athletics disciplines such as sprinting, middle-distance running, jumping, and throwing.</li> <li>Understand and exemplify key character traits like sportsmanship, integrity, perseverance, respect, and teamwork within the context of athletics.</li> </ul>	Through exploring the development of one's character through a range of Athletic disciplines. Some activities lead by the learner, a peer or a teacher.  <b>Assessment for Learning:</b> Questioning, assessment of student led warmups, drills, measuring, recording, timing & peer coaching. <b>Summative Assessment:</b> Students can create a video project that showcases their development in athletics skills and the character traits they've honed throughout the unit. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	In the Year 9 Athletics unit, students will learn a range of advanced athletic skills to deepen their understanding of different athletic events	This <b>builds on</b> Existing knowledge of Athletics from Years 7 and 8.  This <b>builds towards</b> A better understanding of each athletic event and how it links to sports day building strength in character.  This <b>provides an opportunity for collaboration</b> between Maths, Science, Moral Education, PSHE and Social studies.	<ul style="list-style-type: none"> <li>Project-Based Learning: "Athletics and Character Video Documentary</li> <li>Wider Reading: "Biography of an Athlete" - Students could select and read a biography or autobiography of a professional athlete.</li> <li>Further Exploration: "Comparative Study of Character Development in Different Sports</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> <li>Teamwork and Collaboration</li> <li>Self-Reflection</li> <li>Critical Thinking</li> <li>Communication Skills</li> <li>Problem-Solving</li> <li>Leadership Skills</li> <li>Time Management</li> <li>Strategic Planning</li> <li>Resilience and Perseverance</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 2B:</b> <b>Aquatics</b>	This unit will explore and refine skills in aquatic disciplines such as water polo, synchronized.	<b>To be able to refine, develop and become proficient in aquatic disciplines.</b>  <b>UAE Link:</b> <b>National agenda obesity and healthy lifestyle goals. Water safety initiative.</b>	<ul style="list-style-type: none"> <li>To show knowledge and demonstrate positional play in water polo</li> <li>To demonstrate and show knowledge of set plays in water polo</li> <li>To showcase higher standard of positions in synchronized swimming.</li> <li>To showcase the ability to perform lifts in synchronized swimming</li> <li>To create a routine to the beat of a song.</li> </ul>	Through exploring different positions and set plays in water polo using flipped learning methods and then applying it in the pool  <b>Assessment for Learning:</b> Questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, Swim England stages and Lifeguard training levels <b>Summative Assessment:</b> Assessing against swim England stages, and personal survival specification <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight into how to refine and improve techniques in synchronised swimming and water polo	This <b>builds on</b> knowledge and skills learnt in year 8 on water polo, and synchronized swimming.  This <b>builds towards</b> becoming being equipped with the skills to compete in different aquatic disciplines.  This <b>provides an opportunity for collaboration</b> between science and PE	<ul style="list-style-type: none"> <li>Analyse flipped learning videos based on positional play and create a presentation on this.</li> <li>Design a routine with chosen music that involves several lifts and positions.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 3A:</b> <b>Striking and Fielding</b>	We will explore and range of skills such as catching, throwing, batting, fielding and tactical knowledge.	<b>How can I ensure that I develop my knowledge of leadership through rounders?</b>  <b>UAE Link:</b> <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 systematically solve problems by thinking of solutions</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> </ul>	Through exploring a range of different skills that are needed to be a competent performer in rounders  <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 rounders and develop the skills needed to be a competent performer in rounders	This <b>builds on</b> from the knowledge of striking and fielding activities in year 8.  This <b>builds towards</b> GCSE sporting options and competing in the competitive DASSA league  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 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> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 3B:</b> <b>Sports Education</b>	In this unit students will develop transferrable skills such as collaboration and teamwork	<b>Can your mindset and reaction to a situation determine the outcome?</b>  <b>UAE Link:</b> <b>Intercultural relationships, character and morality in Moral Education, combatting obesity</b>	<ul style="list-style-type: none"> <li>To develop an understanding of team cohesion and effective collaboration whilst taking on leadership roles and considering the power of positivity</li> <li>To develop teamwork, leadership and communication skills</li> </ul>	Through exploring a range of different roles in sport you will gain an understanding of what each role involves and the skills needed for these  <b>Assessment for Learning:</b> Questioning, peer assessment, self-assessment, class and group discussions, teacher observations, ME in PE <b>Summative Assessment:</b> Final gameplay lesson involving full use of rules, tactics, teamwork and roles in the game. Student umpires for matches as well as final match points <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with the opportunities involved in sport, not just athlete or participant, but other roles and career paths that can be taken, developing the skills needed for these roles	This <b>builds on</b> knowledge from the Sports Education units in Years 7 and 8, understanding different and more varied roles and gaining a deeper understanding  This <b>builds towards</b> further improving these skills in future years, subjects and areas of life  This <b>provides an opportunity for collaboration</b> between Innovation and Enterprise, Media, Moral Education	<ul style="list-style-type: none"> <li>Design a unique logo for your team including a team name</li> <li>Design a team identity, market this team in a variety of ways and work towards gaining bonus points for creativity</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Ethical Conduct and Sportsmanship

# Physical Education: Year 9 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.

# 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: Year 9 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/Assessment	Learning Skills
<b>Term 1:</b>  <b>Cell structure and organisation</b>	we will explore the intricate world of cells and their organization within living organisms.	<b>What can we discover about Cell Structure and Organization?</b>  <b>UAE Link:</b> <b>Exploring UAEs role in the Middle East at being at the forefront of Organ transplants</b>	<ul style="list-style-type: none"> <li>Investigate the structure and function of different types of cells, such as animal and plant cells.</li> <li>Explore the components and organelles within cells, including the nucleus, mitochondria, endoplasmic reticulum, and Golgi apparatus.</li> <li>Learn about the processes of cellular respiration and photosynthesis and understand their significance in energy production</li> </ul>	<p>Through laboratory experiments, microscopy observations, and discussions, students will actively engage in learning about the fascinating world of cells and their organization.</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 cell structure and organization is important as it provides a foundation for comprehending biological processes, diseases, and the complexity of living organisms. It is relevant in fields such as medicine, genetics, and biotechnology, and promotes critical thinking and scientific inquiry.	<p>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 from KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of cells and biological systems A Level</p> <p>This <b>provides an opportunity for collaboration</b> between Art and Maths</p>	<ul style="list-style-type: none"> <li>Analyze the structure and function of different types of cells: Investigate the features and functions of animal and plant cells, including their organelles and specialized structures</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>Atomic structure and bonding</b>	we will delve into the fascinating world of atoms and their interactions.	<b>What can we discover about Atomic Structure and Bonding?</b>  <b>UAE Link:</b> <b>The importance of the chemical industry to the UAE economy</b>	<ul style="list-style-type: none"> <li>Explore the fundamental building blocks of matter, atoms, and their subatomic particles.</li> <li>Investigate the arrangement of electrons in energy levels and the concept of electron configuration.</li> <li>Understand the periodic table and how it organizes elements based on their atomic structure and properties.</li> <li>Learn about different types of chemical bonds, such as ionic, covalent, and metallic bonds, and their formation</li> </ul>	<p>Through engaging discussions, hands-on experiments, and interactive activities, students will actively explore the world of atomic structure and bonding.</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 atomic structure and bonding is important as it provides a foundation for comprehending chemical reactions, the behavior of materials, and the properties of substances. It is relevant in fields such as chemistry, materials science, and nanotechnology, and promotes critical thinking and problem-solving skills.	<p>This <b>builds on</b> your existing knowledge about atoms and elements from KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of bonding and chemical reactions in A-level</p> <p>This <b>provides an opportunity for collaboration</b> between Chemistry and geology</p>	<p>Analyze the structure of atoms: Investigate the subatomic particles, electron configuration, and energy levels that make up the structure of atoms.</p> <p>Explore the periodic table: Understand the organization of elements in the periodic table based on their atomic structure and properties, and the patterns that emerge</p>	<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>Forces</b>	we will explore the fascinating world of interactions between objects and the effects of forces.	<b>What can we discover about Forces?</b>  <b>UAE Link:</b> <b>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 different types of forces, such as gravitational, frictional, magnetic, and electrostatic forces.</li> <li>Explore the laws of motion, including Newton's laws, and understand how they govern the behavior of objects.</li> <li>Analyze the concept of vectors and their application in representing forces.</li> <li>Study the factors that affect motion, such as mass, acceleration, and velocity.</li> <li>Investigate the principles of equilibrium and the conditions for objects to be balanced or in equilibrium</li> </ul>	<p>Through engaging discussions, practical experiments, and real-life examples, students will actively explore the world of forces and their impact on the motion of objects.</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 forces is important as it provides a foundation for comprehending the physical interactions between objects, the behavior of moving bodies, and the principles behind many technological applications. It is relevant in fields such as physics, engineering, and design, and promotes critical thinking and problem-solving skills.	<p>This <b>builds on</b> your existing knowledge about the forces from KS2 and KS3</p> <p>This <b>builds towards</b> gaining a deeper understanding of forces and Newtons law on forces A - level</p> <p>This <b>provides an opportunity for collaboration</b> between Science and Humanities</p>	<p>Analyze different types of forces: Investigate the characteristics and effects of gravitational, frictional, magnetic, and electrostatic forces.</p> <p>Explore the laws of motion: Understand Newton's laws and their application in describing the motion of objects.</p> <p>Apply vector analysis to forces: Use vectors to represent forces and analyze their magnitude and direction</p>	<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>



# Science: Year 9 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>	Identify and describe the different types of cells, such as animal cells, plant cells, and bacterial cells. Demonstrate a comprehensive understanding of atoms, their structure, and subatomic particles. Demonstrate a comprehensive understanding of the fundamental concepts and principles of forces.	Identify and describe the key concepts related to atomic structure, including atomic number, mass number, and electron configuration. Recall and accurately use scientific terminology related to forces and their effects.	Recall and accurately use scientific terminology related to cells and their organization. Recall and accurately use scientific terminology related to atoms and their bonding. Identify and describe different types of forces, such as gravitational, frictional, and electrostatic forces.	Demonstrate a comprehensive understanding of cells, their structure, and their functions.	
<b>AO2</b>  <b>Application of Knowledge and Understanding:</b>		Apply knowledge of cells to explain the functions of different cell structures and organelles. Recognize the importance of atoms and bonding in chemical reactions and the formation of compounds. Apply knowledge of forces to explain the effects of forces on objects and their motion.	Recognize the importance of cell organization in maintaining homeostasis and enabling physiological processes. Interpret force diagrams and free-body diagrams to analyze forces acting on objects in various situations.	Interpret diagrams and models to understand the organization and specialization of cells in tissues, organs, and organ systems. Interpret diagrams and models to understand the formation and types of chemical bonds, including ionic and covalent bonding. Recognize the importance of forces in explaining phenomena such as motion, equilibrium, and interactions between objects.	Apply knowledge of atoms to explain the periodic trends in the periodic table, such as atomic radius and ionization energy.
<b>AO3</b>  <b>Analysis, Evaluation, and Synthesis of Skills:</b>	Recognize safety considerations and appropriate procedures when working with chemicals and conducting experiments. Recognize safety considerations and appropriate procedures when working with forces and conducting experiments.	Apply knowledge of cell organization to understand the relationship between structure and function in different tissues and organs. Analyze and interpret experimental data related to chemical reactions and the properties of compounds. Demonstrate an understanding of the relationship between bonding and the physical and chemical properties of substances. Analyze and interpret data related to forces, such as measurements of forces and their effects.	Analyze and interpret experimental data related to cell structure, function, and organization. Demonstrate an understanding of the importance of cellular processes, such as cell division and differentiation, in growth, development, and repair. Apply knowledge of atoms and bonding to predict and explain the properties of elements and compounds. Evaluate the relationships between forces, mass, acceleration, and velocity. Demonstrate an understanding of the concept of equilibrium and the conditions required for objects to be in equilibrium.	Evaluate the interdependence of cells, tissues, and organs in the context of specific physiological processes. Apply critical thinking skills to analyze and propose solutions for challenges related to cell organization and its impact on health and disease. Evaluate the strengths and weaknesses of different bonding models and theories. Apply knowledge of forces to predict and explain the motion and behavior of objects in different scenarios.	Recognize ethical considerations related to the use of cells in scientific research and medical applications. Apply critical thinking skills to analyze and propose solutions for challenges related to atoms and bonding, such as developing new materials or understanding chemical reactions. Apply critical thinking skills to analyze and propose solutions for challenges related to forces, such as optimizing designs or solving problems involving forces.
<b>AO4</b>  <b>Experimental Skills, Investigation, and Scientific Communication:</b>	Participate in experiments and investigations to observe and study cellular structures and processes. Use laboratory techniques and equipment to examine cells and gather data. Participate in experiments and investigations to observe and study atomic structure and bonding. Use laboratory techniques and equipment to analyze and characterize different types of bonding. Participate in experiments and investigations to observe and study the effects of forces.	Communicate scientific observations and findings about cells and their organization using appropriate scientific language and formats. Use appropriate equipment and techniques to measure and analyze forces.	Communicate scientific observations and findings about atoms and bonding using appropriate scientific language and formats. Communicate scientific observations and findings about forces using appropriate scientific language and formats.		

# 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 analyse 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: Year 9 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: Ethics in the Context of Communities</b>	How do communities function and what is the role of ethics in communities?  <b>UAE Link:</b> Understanding the structure and functioning of communities in the UAE.	<ul style="list-style-type: none"> <li>Define community; Understand the role of communities</li> <li>Study the form of communities</li> <li>Learn about the safety of communities</li> <li>Explore communities and social groups in the UAE.</li> </ul>	Through discussions, community visits, guest speakers, and case studies.  <b>Assessment for Learning:</b> Community visit reflections, discussions, presentations.	To understand how communities function and the importance of ethics in community-building.	Social Studies, Ethics.  This <b>builds on:</b> Basic knowledge of society and ethics.  This <b>builds towards:</b> Engaged community participation and ethical decision-making.	Plan and conduct a community service project; Interview community leaders in the UAE.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b>	<b>Term 2 - Unit 2: Valuing Diversity</b>	How can we value and appreciate diversity in society?  <b>UAE Link:</b> Understanding and appreciating the diversity in the UAE.	<ul style="list-style-type: none"> <li>Understand diversity and equality</li> <li>Assess personal tolerance</li> <li>Reflect on perceptions and appearances</li> <li>Value differences</li> <li>Celebrate positive attitudes.</li> </ul>	Through discussions, reflections, group activities, and guest speakers.  <b>Assessment for Learning:</b> Reflection journals, group discussions, presentations.	To develop a sense of appreciation for diversity and foster inclusive attitudes.	Social Studies, Ethics.  This <b>builds on:</b> Basic understanding of diversity.  This <b>builds towards:</b> Building inclusive communities.	Create a diversity appreciation campaign; Research diverse cultures in the UAE.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
<b>Term 3:</b>	<b>Term 3 - Unit 3: Africa</b>	What is the historical and cultural significance of Africa?  <b>UAE Link:</b> Understand historical ties between Africa and the UAE.	<ul style="list-style-type: none"> <li>Learn about the land and resources of Africa</li> <li>Study ancient African civilizations</li> <li>Explore traditional African art</li> <li>Learn about West African Islamic civilizations</li> <li>Study Africa from colonialism to independence.</li> </ul>	Through maps, historical texts, documentaries.  <b>Assessment for Learning:</b> Research papers, presentations, map quizzes.	To understand the historical and cultural significance of Africa and its impact on the world.	History, Geography, Cultural Studies.  This <b>builds on:</b> Basic historical and geographical knowledge.  This <b>builds towards:</b> Understanding global history and cultural diversity.	Research and present on an African civilization; Explore historical ties between Africa and the UAE.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience



# UAE MSC: Year 9 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 concept of community and explore different forms of communities</b>	Unable to explain the concept of community or identify different forms.	Basic understanding but struggles with differentiating forms of communities.	Understands the concept and can identify and explain different forms of communities.	Demonstrates deep understanding and can discuss the evolution and importance of communities.	Expertly analyzes and evaluates different forms of communities and their impact on society.
<b>Evaluate the role of communities in ensuring safety and fostering social relationships</b>	Unable to evaluate or understand the role of communities in safety and social relationships.	Some understanding but struggles to evaluate the role of communities effectively.	Effectively evaluates how communities contribute to safety and social relationships.	Provides detailed analysis and can discuss the evolution and importance of communities in fostering relationships.	Expertly analyzes and discusses complex interactions between communities, safety, and social relationships.
<b>Explore and understand the concepts of diversity and equality</b>	Unable to explain the concepts of diversity and equality.	Basic understanding but struggles with differentiating or explaining diversity and equality.	Understands and can explain the concepts of diversity and equality.	Demonstrates deep understanding and can discuss the implications and importance of diversity and equality.	Expertly analyzes and evaluates the role of diversity and equality in historical and contemporary contexts.
<b>Develop knowledge of the geography, history, and culture of Africa</b>	Little to no understanding of geography, history, and culture of Africa.	Basic knowledge but has difficulty making connections or explaining features.	Demonstrates good understanding of geography, history, and culture of Africa.	Displays a detailed understanding and can make connections between features.	Comprehensive and insightful understanding with ability to analyze features in a global context.
<b>Create a community-based project or presentation that addresses a social issue</b>	Project lacks depth and understanding of community-based social issues.	Project shows some understanding but is lacking in depth or clarity.	Creates a well-structured project that demonstrates understanding of community-based social issues.	Creates an in-depth and insightful project, demonstrating extensive research and understanding.	Creates an exceptional project that demonstrates expert understanding and critical analysis of community-based social issues.

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