

Key Stage 4 Curriculum Handbook







Academic Year 2025-26





Everyone Counts

Everyone Contributes

Everyone Succeeds





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Introduction

At Horizon International School, we ensure that all students have a broad, balanced and relevant education which provides continuity, progression and takes individual differences into account. We focus not only on the acquisition of knowledge, but the development of the learning skills that are fundamental to success in a fast-paced world. Our curriculum reflects our belief that *challenge for all* and *inclusivity* are not mutually exclusive ideas.



Our Secondary Curriculum draws upon the best elements of the English National Curriculum, combined with the breadth of subjects which are appropriate to an international school in Dubai. The curriculum we offer is unique to HIS; it has been crafted by the expertise of our subject specialists and evolves year upon year as we continue to strive to be *the best at getting better*.

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 they can responsibly embrace the diverse challenges of tomorrow. Through our curriculum we strive for interconnectedness; making strong links between subjects and disciplines whilst understanding that relationships are key to success.



Across many of our subjects students will build upon the strong foundations of knowledge and skills developed in KS3, whilst also having the opportunity to experience new subjects introduced at KS4. Our KS4 curriculum builds towards our KS5 pathway (A-Level), with these smooth transitions developing academically successful, well-rounded learners that are able to access their first-choice university or career path.

The purpose of this document is to ensure that both students and parents have access to the big picture of learning in the secondary school, with overviews of curriculum content and success criteria for each subject. This clarity enables students to take responsibility for their learning whilst ensuring that even as student independence and agency increases, parents remain a crucial and intrinsic part our students' learning journey.

Whilst this document provides a holistic picture of students' curriculum throughout KS4, you may wish to access the finer points of an exam specification in order to support with success against examination outcomes. These subject specific details will be provided upon request by heads of department and subject leaders, contact details overleaf.

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Arabic A

اللغة

طلاب مدرسة هورايزون الدولية هم من الشباب اللامعين والقادرين، الذين غالبا 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 و عاداتها.
- اكتساب وتطويرمهارات اللغة العربية الأربع لدى الطلاب، وتمكينهم من المشاركة في المحادثات والمناقشات والمناظرات حول مواضيع مختلفة. وسيشجع ذلك على المشاركة النشطة ويوفر فرصًا 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 لأتواع وأساليب مختلفة من الكتابة العربية بالإضافة لتطويرمهارات التفكير النقدى 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 الأخرين.
 - 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 والموسيقا والفن، وذلك تعزيزًا 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 مسبقا ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار داخل القسم والمدرسة الثانوية

Year 10 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Learning Skills
Term 1: الدرس الأخير قصة غنوتك موثودا شعر شعر المناورة قصة المناورة	- يحلل النص تحليلا فكريًّا، محندًا دور الخوال والمحسنات التغلير في إيجاد التغير في النص الشعري. - يكتب استجابة أدبية للنص، ملتزمًا بالسلامة اللغوية. - يحدد أفكار النص المسموع ويحللها.	كيف تقيم عطاء الوائد لك؟ و هل عطاء الوائدين له حدود او نهاية؟ و هل حرمان الوائد لله أحياتا تعتبره عدم حبه لك؟ أم هو خير و نقع لك؟ هل المقارقة دور في إمتاع	- أن يستنتج المنظم الفكرة الرئيسة والفكر الفرعية التي يدور حولها النص أن يبدي رأيه في القضية التي يطرحها النص الأدبي.	- البحث عن خصائص الشعر في العصر الجاهلي. (موقع ويكيبيديا) - تقديم سورة ذاتية للشاعر أمية بن أبي الصلت البحث في قاموس المعلى الإلكتروني عن معلى المفردات الجديدة كتابة موضوعات إبداعية تعلج النص الأنبي مثل: تغريدة/ تلفيص/ رسالة/ نص سردي/ استجابة ادبية.	- أن يخلل المتطام النصوص في سياقها التاريخي والاجتماعي والسياسي، مستخلصا السمات الفنية فها. - أن يبين المتعلم المعلى الإجمالي للنص الشعري. - أن يحلل المتعلم النص الشعري تحليلا فكريًّا موضحًا دور الخيال والمصنفت.	يعزز هذا الدرس الانتماء للأهل، قوة ارتباط الولد الده، ومعرفة مدى التضنحية والتحب الذي يبنئله الأب أو الأم في سبيل سعادة ابتائه	التفكير الذافد الإبداع التعاون حل المشكلات حل المشكلات البحث التساول والاستضار
Term 2: النفس والزمان شعر النشبية البنوغ التشبية البنوغ العياءة غنوتك مولوذا	- يُظهر المتطم قهنا المدة المسموعة، ويتواصل مع الأخرين مقدما المعومات والتتابج المدعومة بالأملة والبراهين لاستمالة المستمعين، ومستخدما اللغة العربية القصحي.	ما وظيفة المعلم في الصف ؟ ما الفرق بين المدارس حالا والمدارس سابقا ؟ هل للزمان دور في تغيير نقوس واحوال الناس؟ تخيل الحياة بلا تعليم ولا مدارس ؟ كيف سيكون الحال ؟ هل تستقدم المترو في دبي ؟ ماهي وسائل النقل ؟	- أن يحلل المتعام الفكر الرئيسة والفرعية بالنص المسموع. أن يحدد الإيحاءات الدلالية والمجازية في النص الشعري. أن ينثر الطلاب النص أن يجيب عن اسئلة تظهر فهمه للمادة المسموعة. أن يحدد الطلاب الأحداث أن يحدد الطلاب الأحداث أن يحدد الطلاب الأحداث أن يتعرف خصائص المقال. أن يتعرف خصائص المقال. أن يكتب مقالا عن موتضوع محدد.	- أسطوانة المادة المسموعة جهاز الحاسوب أوراق عمل لتسجيل مطومات النص المسموع. بستشم الطلاب كل ما يحتلجون إليه في العرض: جهاز الحاسوب / الفيديو / شاشة العرض / أجهزة الصوت المعينات اليصرية / اللوحات التوضيحية.	- أن يحدد أفكار النص المسعوع ويحالها أن يحدد المدة المسموعة، محيدًا الفكر والنقاط الرئيسة. ان يحدد الخصائص الفنية التي تعيز النص الذي يدرسه عن غيره من أنواع النصوص يحال المتعلم نصًّا تثريًّا إلى عناصره الفنية موضحا فكرته كائبًا تلخيصًا عنه.	يعزز لدى الطالب فكرة التكامل بين المواد من خلال طرح الأسئلة . الزيط بين التقافة الزيط بين التقافة الزيط بجو الب الزيط بالتربية الزيط بالتربية الإسلامية .	التفكير الذاف الإبداع التعاون حل المشكلات البحث التساول والاستفسار

Year 10 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Learning Skills
Term 3: المفارقة مقال التطيم خالد خاجة كتابة مقال عن التطيم قديما	- يحدد الفكرة الرئيسة للنص القصصي، شبينا خصائصه، وتطور الأحداث، ومقومات الشخصية. في القصة، واثرها على سير الأحداث. - ينشئ مقالا مع ابداء وجهة نظره الشخصية، مدعومة بالأكثة والبراهين. - يوظف عبارات الرأي لتوضيح فكرته.	كثير من الأحداث تحدث في حياتنا على غير ما توقعاد، الما أهم حدث حدث في حياتك قريبا لم تكن تتوقعه? أو حدث عكس ما توقعه؟	أن يحلل المتعلم الشخصيات من خلال أفكار ها وأفعالها وأقوالها. أن يفسر المتعلم الكلمات مستعيناً بالمعجم الورقي والرقمي. أن يعيد صياغة القصة حسب رؤيته الخاصة.	الفهم العام من خلال المناقشة والحوار والعصف الذهني حول ما يدور بالقصة من احداث. احداث. احداث عن طريق تقسيم الطلاب إلى مجموعات تتناقش حول (احداث القصة – والفكر الواردة - الشخصيات – معجم القصة – وضع نهاية الشخصيات – معجم القصة – وضع نهاية من الأنب العربي. المقارنة بين هذه القصة وقصة أخرى - من الأنب العربي استخدام مهارات التفكير الناقد في - وتلايم تغنية راجعة لهم. وتكديم تغنية راجعة لهم إجراء اختيار ختاس قصير للتأكد من - إجراء اختيار ختاس قصير للتأكد من - ورقة عمل.	أن يقارن المتطم بين مجموعة من القصص المختلفة من حيث القروق في توظيف لغة المرد والوصف والحوار. أن يحاكي النص الأمين، موظفا تقنية الكبي، موظفا تقنية المقارقة توظيفا فنيًا.	يعزز لدى الطالب أن يكون مرنا تجاه الأحداث التي تعنث له	التفكير الناقد الإبداع التعاون حل المشكلات البحث البحث التساول والاستفسار



Year 10 Success Criteria: Arabic A

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
مهارة القراءة يحدد الفكر الرئيسة أو الرسالة العاسة. والدروس المستقادة من النصوص.	يحدد المعلى الإجمالي النص، موضحا الفكر الرئيسة	يحدد المعلى الإجمالي للتعن، موحدها الفكر الرئيسة، ومقسرا كلمات التص الشعري.	يجال النص الشعري تحليلا فكرية، موضعة دور الخيال والمجسنات اللنظية في إيجاد التأثير في النص الشعري.	يحلل رواية فلية، موضحا فكرتها وخصناتسا، وتعلور اجدالها ومقومات شخصياتها.	يحلّل النص أو جزءا من النص الذي يعير فيه المؤلف عن موقفه أو تعليقه على قضية لجثماعية، موطفا مهارة التفكير التنقد
مهارة الكتابة يكتب نسبوسا تجرعن فكرة مركزية، وتشهر مفدرة على التركيز والتنظيم، مطروا مهاراته الكتابية، من خلال مراحل الكتابة.	يكاتب تصبأ سرنيا مكونا من عدة أحدث، واصفا المشاهد والمشاعر بالقاسيل حسية بقيقة	يكاتب نصبا صرعيا مكونا من عدة أحداث، واصفا المشاهد والمشاعر بتقاسيل حدية نفيفة، وموطفا الحوار والاستعارات والتشبيهات	یکات نصا سرنیا مکونا من عدة أحداث، واصفا المشاهد والمشاعر بتقاصیل عدیة باقیقة، وموطفا الحوار والاستعارات والتشبیهات، ومستعیا باشواهد المحتلفة من قرآن کریم واحدایث أو أشعار وحکم عربیة.	يكاتب استجابات شخصية للنسوس الأدبية التي وقرؤها.	ينتج تصوصنا سردية ومعلوماتية وإقناعية ووصفية، وتظهر كتاباته تقيده بالسلامة اللغوية
مهارة التحدث يعرض تصا معلوماتيا بالشكال مرانية، وياستخدام الوساتط المتحددة	يقتم عرضنا تقنيميا عن وجهة نظر شخصية.	يعرض تصا مطوماتيا بالثكل مرتبة، وباستخدام الوسائط المتعدد، شارحا كيف تسهم ثلك المعينات في توضيح الموضوع.	يقم عرضا تقديميا عن طافرة ما أو مشكلة لإقتاع الجمهورة مؤكنا رأيه، وداعما له بالتأثيل	ينظر مادة الحديث باختيار استر اليجيات متانجة العراض ومشمة وخاتبة لطاهرة ما	يشارك بفاعلية في تدوه طلابية.
مهارة الاستماع يحدد مضمون التص المسموع، والفكرة الرئيسة، والأفكار الفرعية، ويمثل المادة المسموعة، محدد العلاقات بين أجزاء النص، مقاضلا بين الأراء.	يحد فكار النحل المسعوع، ويحللها.	يحلل الدائة السموعة، محددا اللكر الرئيسة.	يطل الدادة المسوعة، محدا الفكر الرئيسة، ومبديا رأيه ورجهة نظرم	يحلّل المادة المسموعة، محننا الفكر الرئيسة، ومبنيا رايه ووجهة تظرم، ويقوم مصداقية الشخصيات،	يحلّل الدائة النسموعة، محدد الفكر الرئيسة، ومبديا رأيه ورجية نظره، ويقوم مصداقية الشخصيات، والحجح، وتنظيم الأفكار أو الأحداث والأسلوب من خلال أحكام مدعومة بأدلة مقدمة
مهارة القراعد يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما سحيحا.	يتعرف الميزان السرفي، ويستخدمه في وزن الكامات السيطة السحيحة. يشتق اسم الفاعل واسم المعمول من العمل التلاثي. يشعرف لمكام العبد والمعدود، ومطابقة العند لمعدوده.	يتحرف الميزان المسرفي، ويستخدمه في وزن الكلمات البديطة المحيمة. يشتق اسم الفاعل واسم المفعول من الفعل اللائش، ويعربه. ويوظفه. يتعرف لوعا التركيد، ويعربهما ويوظفهما في جمل. يتعرف أحكام العد والمعدود، ومطابقة العدد لمعدوده	يتعرف الميز أن المسرقي، ويستخدمه في وزن الكلمات البسيطة المسجيعة. يشتق اسم الفاعل واسم المفعول من الفعل اللاثلي. ويعرفها وإوظفهما في جمل يتعرف نوعا التوكيد، ويعربهما ويوطفهما في جمل وفقر الت. يتعرف أمكام الحد والمعدود، ومطابقة العدد المحدوده العدد من (1-9)	يتعرف الميزان السرقي، ويستخدمه في وزن الكلمات السيطة المحجمة. يشتق اسم الداخل واسم المقعول من القعل اللاثلي. يتعرف أحكام العدد والمعدود، ومطابقة العدد المعدود، العدد من (12-1)	يتعرف الديز ان الصرفي، ويستخدمه في وزن الكلمات البديبلة المسجومة يشتق اسم الفاعل واسم المفعول من الفعل الثلاثي. يتعرف أمكام العدد والمعدود، ومطابقة العدد المعدوده العدد من (1-19)



Year 11 Curriculum: Arabic A

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links
<u>Term 1:</u> حسن فخاق	المتعلم الأبيات في المتعلم الأبيات في المتعلم الأبيات في المتعلم التراريخي والدواسان والاجتماعي و الها أنها المسات القاية الها المسات القاية المتال المعلى الإجمالي المتال المعلى الأبيان المعلى المتال المت	ماذا تعرف عن خصائص الشعر الجاهلي؟ وماذا يقصد بالشعر الجاهلي؟ انكر بعض أغراض الشعر الجاهلي.	يتوقع من الطائب إن: - يحدد شخصية الكاتب من خلال تتبع حياته التزيخية والاجتماعية - يبين المعنى الإجماعي اللص موضحا الفكر الرئيسة والفرعية. - يحلل النص في سياقاته المختلفة.	البحث عن خصائص الشعر في العصر الجاهلي موقع ويكيبيديا. https://ar.wikipedia.org/wiki/ البحث في موقع المعاني لتفسير المغردات. http://www.almaany.com/ar/dict/ar-ar/ http://www.almaany.com/ar/dict/ar-ar/ 1- استراتيجية التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان القصيدة. أو 2- استراتيجية نحو النص: شاهد – فكر – انقد عن طريق عرض صور لها علاقة بالدرس والسؤال عنها شغويا وذلك لاستثمار المهور في توضيح عنوان الدرس.	3.1.2.2G73.1.3.2G11 يقارن المنعلم بين نصوص شعرية تلتمي إلى عصر أدبي واحد من حيث الألفاظ والأسلوب. وضح المنعلم دور الخيال والمحسنات اللفظية في خلق التأثير في الشمر الشمر الشمر الشمر الشمر الخيال والمحسنات اللفظية في خلق التأثير المتعلم النحن الأدبي من خلال تحليل العاطفة والنبرة والتحسيد والرمزية مستخدما التقنيات السمعية والتحسيد والرمزية مراعيا مهارة التحدث باللغة المربية يقارن المنعلم بين تصين أدبيين قديم وحديث "بشتركان في موضوع واحد من حيث اللغة والاسلوب وطال المنعلم النحن الشعري في سيافة التاريخي مستنتجا السمات القنيلة له	مقارنة بين فكرة النص وض آخر من حيث انتقاء القط الطبيب وترضيح القير في كل شيما والبلاعة في وعم الاخرين وعم استخدام الألفاظ عبر اللائفة - كانية مثال عن عام الخبر بالإمارات.
Term 2:	1.3.2 أن يقرأ المتعلم نصوصًا خبرية متنوعة ويخللها ويقتبها، ويتمج الفكر المقدمة في المكان وهم جديدين عن الفكرة المحدورية، والرسائل المتطبقة في الأعمال الأدبية .	ماذا تعرف عن المغارفة والواعها: وما نوع المغارفة الني استغنمتها الكاتبة في قصة الكرتونة: اكتب فقرة تحتوي على مغارفة لغطية.	2.1.3.2,G10 يوضح المتعلم دور الحيال والمحسنات اللفظية ق حلق التأثير ف الشمر ينقد المتعلم النص الأدي من خلال تحليل الماطفة والنبرة والتجسيد والرمزية مستخدما التقنيات السعمية والبصرية في عرض الحارث مراعبا مهارة التحدث باللغة العربية يمثل المتعلم النص الشعري في سياقه التاريخي يمثل المتعلم النص الشعري في سياقه التاريخي	 نشاط التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان القصيدة, أو استراتيجية نحو النص: شاهد – فكر – انقد عن طريق عرض صور لها علاقة بالدرس والسؤال عنها شغوبا وذلك لاستثمار الصور لتوضيح عنوان الدرس استراتيجية مهارة البحث عن خصائص الشعر موقع ويكيبيديا. استراتيجية الهارة الدرسة عن خصائص الشعر موقع ويكيبيديا. https://ar.wikipedia.org/wiki استراتيجية المهارة القرائية: حيث يقرأ الطالب القدوة ثم الباقي ويراعي في القراءة التعيير والانتمال والتنفيم ويامكان المعلم اسماع الطلاب الشرة وعصف ذهني حول النص والعاطفة والمصرر الذي قبلت فيه والعاطفة والمصرر الذي قبلت فيه 	- أن يحدد الطلاب الدلالات الإيحانية والمجازية في النص الشعري - أن ينار الطلاب النص الشعري في صورة	ما العلاقة بين هذا الدرس وأهل الإمارات العربية المتحدة
Term 3;	1.1.3.2.G11 يستنتج الدلالات التي تطهر تفاصيل القصية، و تمييز خلالات الألفاظ والتراكيب غير المباشرة، ي	ما أهرخصائص ومعيزات البينة الإماراتية" وما وجه الشبه بينها وبين بينة الشاعر في النص!	- أن يحلل المتعلّم (القصة) إلى عناصرها الفنية. - أن يحدد الراوي ووجهة النظر التي يعرضها و دوره في البناء القصصي.	البحث في موقع المعاني لتفسير المقردات . https://www.almaany.com/ar/dict/ar-ar/ acon تقديعي عن المقارفة وأنواعها: اللغة القاعدة: توظيف الأماليب الخبرية والإنشائية. 1- يتم عرض فيديو حول موضوع القصة ومنافشة الطلاب فيه 1- القرارة السامت 3- القرارة السامة . 3- القرارة السامة . 4- أعمق فهمى عن طريق تقسيم الطلاب الى مجموعات تتناقش حول (أحداث القصة – والفكر الواردة - الشخصيات – معجم القصة – وضع نهاية مختلفة للقصة – واجينا تجاه من يطلب المساعدة - نقد القصية . 3- المقارنة بين القصية وفصة أخرى من الأدب العربي . 5- عمل حوار حول الأمل . 6- عمل حوار حول الأمل .	3.1.2.2 يحُدّد المتعلمُ الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضيحًا ما يتميز به كل نوع. 4.1.2.2	ما المشارك بين البيئة الإماراتية و البيئة التي وردت في النص ؟

Year 11 Success Criteria: Arabic A



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
مهارة الفراءة يحدد الفكر الرئيسة أو الرسالة العامة. والدروس المستفادة من النصوص.	يحند المعنى الإجمالي للنضء موضحا الفكر الرئيسة	يحدد المعلى الإجمالي للتصرب موضيحا الفكر الرئيسة، ومفسرا كلمات التص الشعري.	يحل الفكرة الرئيسة أو وجهة النظر في النص، وكيف تشكلت وتطورت من خلال تفاسيل محددة.	يحلل النص الشعراي تجليلا فكاريا ونقياء موضحا فكراه الرئيسة والعراعية,	يحل النص أو جزءا من النص الذي يعبر فيه المؤلف عن موقفه أو تعليفه على قضية اجتماعية، موظفا مهارة التعكير الذائد
مهارة الكذابة يكتب نصوصا تجر عن فكرة مركزية، وتشهر مفترة على التركيز والتنظيم، مطروا مهاراته الكذابية، من خلال مراجل الكذابة.	معيرا عن أسلوبه الخاص، مراعيا السلامة	يكتب سيرة ذائية أو نصوصنا مردية تشتمل على الشخصيات الرئيسة واللاثوية والحركة والمل مستخدما تقوات الموار والسراع والوصف	يكتب استجابات شخصية للنصوص الأدبية تعكن فيمه للمعنى، رابطا استجابته للنص باستتنجات وأحكام مدعومة يشلة من النص	يكاب مثالا وصليا ذاكرا التناسيل الخارجية تلاماكل والأحاسيس والمشاعر الداخلية الشخصيات	وكاتب مقالا تحليليا عن فكرة أو قضية ماء مسجلا الأفكار المهمة والافتباسات والمطومات المتسلة بالموضوع
مهارة التحدث يعرض نصا مطوعاتها بالشكال مرغية، وياستخدام الوسائط المتعددة.	يلتم عرضا تقليميا عن وجهة نظر شخصية.	يقدم عرضا تقديميا معلوماتها بطرائق واضحة ومنطقية، موطفا الكلمات المناسبة، معتمدا على تنوع الجمل اللغوية التي تناسب الموقف، مطهرا فهمه الموضوع، مستخدما التفة العربية اللسيحة	يعد وينشئ قصة ويقدمها مستخدما عناصر القصة الأساسية، ومدرزا المكان والحيكة، ومستخدما البات الكلام المتصملة صبط التلغيد ووضوح الصوت والأامسال البسري	يقدم عرضا تقنيفيا مطرماتيا عن شخصية لنبية أو علية، مظهر الحافلة ثامة بالموضوع المطروق بالإجابة عن أسلة المستمعن، مستعدما اللعة العربية الفسيحة، ولعة الجند المناسبة.	يقتم عروضا شفوية، مستخدما وسائل مرنية داعمة، ومستثمرا التقنيات الحديثة، مثنز ما بالوقت المحدد
مهارة الاستماع يحدد مضمون للعن المسموع، والفكرة الرئيسة، والإفكار الغرعية، ويحال المائة المسموعة؛ محدد العلاقات بين أجزاه النص، مقاضلا بين الأراء.	يحد فكار قاض النسوج، ويحللها.	يحلل أفكار النص المسموع، محددا الفكر والنقاط الرئيسة.	يحلل أفكار النص المسوع، محددا للنكر والتقاط الرئيسة، وطبيعة المجح المتنمة فيه.	ينقش ما ورد في النص المسموح من ا <i>فكار</i> ، وينين موقفه منها	يدقش ما ورد في النص المسموع من أفكار، ويبين موقفه منها، ويقوّم مصداقية الشخصيات، وينقد ما ورد فيه من أفكار منها، ويقوّم مصداقية منينا وجهة نظرة، داعما إياها بالأدلة.
مهارة القواعد يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما صحيحا	يقعرف مسوخ اسم القاعل، ويوطقها في مواقف خيائية يتعرف أسلوب الإستثناء، ويوطقه في مواقف حيائية.	يتعرف صبغ اسم القاعل، ويوطّقها في مواقف حياتية. يتعرف أسلوب الاستثناء، ويوطّقه في مواقف حياتية. يتعرف توعي الاستعارة باعتبار الطرف المحذوف(مكنية. سريحة)، ويحلّهما، وينتج جملا تتضمتهما، ويوطّلهما في	وتحرف صبغ اسم الفاعل، ويوطفها في مواقف حياتية. يتحرف أسلوب الاستثناء، ويوطفه في مواقف حياتية يتعرف نوعي الاستفارة باعتبار الطرف المحتوف (مكنية صريحة)، ويحللهما، وينتج جمالا تتضمتهما، ويوطفهما في انتاجه الكتابي، انتاجه الكتابي، يحدد الغرض البلاعي التغييم والتلفيز	يتعرف صبح لسم القاعل، ويوطفها في مواقف حياتية. يتعرف أسلوب الاستثناء، ويوطفه في مواقف حياتية. يتعرف توعي الاستعارة باعتبار الطرف المحتوض(مكلية صريحة)، ويحالهما، وينتج جملا تضمنهما، ويوطفهما في انتاجه الكتابي.	يتعرف صبغ اسم الفاعل، ويوطفها في مواقف حياتية. يتعرف أسلوب الاستثناء، ويوطفه في مواقف حياتية يتعرف توعي الاستعارة باعتبار المارف المعلوف (مكنية. صريحة)، ويحالهما، وينتج جملا تتصمتهما، ويوطلهما في ابتلجه الكالي، يعدد للعرض البلاغي للتغنيم والتأخير. يتعرف مفهوم الطباق والمقابلة، وينتج جملا تتضملهما، مميزا

Arabic B



Horizon International School's pupils are able young people who are enthusiastic and a show 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. This will encourage active participation and provide opportunities for students to express their opinions and ideas in Arabic
- Explore a range of authentic Arabic texts, such as literature, news articles and poems,. This will enhance their language skills while exposing them to different genres and styles of Arabic writing
- . 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 realized 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. Teachers can
 provide guidance on effective study strategies, use self-assessment tools, and assign projects or research tasks that require independent learning and exploration
- 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

Year 10 Curriculum: Arabic B



	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
A healthy body and healthy life	This Unit will learn new vocabulary and phrases and uses them to explore, understand and explain the features of a healthy body and lifestyle.	What is a healthy life means and how can we live a healthy life? How to preserve the healthy body UAE Link: What are the different activities and events that the UAE is hosting and organising it for the youth? UAE 3030 fitness challenge.	To suggest ideas for a better healthy life. To express my opinion on fast food and its relationship to human health. To explain the impact of a good/not-so-good healthy life on the individual and society. To give an opinion on the relationship between social media and human health. To talk about the issue of food pollution and diseases / its causes – damages/solutions. To explain the UAE's role in healthcare I can explain the relationship between education and health I can write new proposals for better health	Through classroom learning activities Learning new vocabulary and expressions. Listen to and analyse some audio and videos about healthy body dialogue, discussion with students and brainstorming, using critical thinking and collaborative skills Assessment for Learning self-assessment, class discussion and feedback. Reading-writing-listening and speaking quizzes and analysing different comprehension texts. Summative Assessment: End of term report writing about how the fast food and its impact on the human's health and age. This assessment will assess how effectively students have developed their understanding of the topic	To gain insight into some complex text and vocabulary from GCSE-related topics To understand the main ideas and the details from different reports text Will create a written report text about the healthy body	This builds on vocabularies bank and accuracy of the 4 language skills This builds towards your language proficiency for Arabic GCSE studying This provides an opportunity for collaboration between PE ,Food Tech	Design a daily and healthy routine plan including the healthy food, sports and activities Develop the speaking skills when representing their routines.	Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

The Arabic B Curriculum is undergoing a systematic Cognita ME-wide review. Curriculum for Term 2 and Term 3 will be shared directly by the Arabic Department

Year 10 Success Criteria: Arabic B



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
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)	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 form context and knowledge of topic, but also from the reader's own knowledge of the language itself
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}	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.
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}	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
Evalute his speaking and converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. (speaking skill)	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 and Design



Horizon International School's pupils are bright and able young people who are enthusiastic and show 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, with 21st 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, new styles and trends emerging in 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 realized 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 21st century skills and techniques.
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approach 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.

Year 10 Curriculum: Art and Design



	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
Ierm1: Internal scam (coursework)	Project building with a timeframe to GCSE. Start word "Netural Forms" 60% of final grade	To create a personal and meaningful response from the start word. Natural Forms. What are natural forms? How do they create a personal and meaningful response from developments of ideas through a sketchbooks.	How have you created movement in your Artwork How have you developed your ideas What skills have you demonstrated through your developments	Through exploring Photography Drawing Painting Inks Clay Textiles Assessment for Learning How have you developed your idea? How have you taken inspiration from Artists and Designs to inform your own original idea? How have you presented a personal and meaningful response? How have you been selective with your work. Summative Assessment till assess how effectively students have developed their understanding of the topic	To understand how to present a personal and meaningful outcome. To self and peer assess to start to develop understanding of the marking criteria. To understand the time in which you can be working on a continued piece of artwork.	This builds on skills learnt in KS3. The students will be able to build on their own specialism and start to develop their own artist style. This builds towards exam criteria and what to expect from coursework. To be able to understand the time frame in which they have to produce work at high quality. This provides an opportunity for collaboration between student and working artists.	Design Create Develop Researching Exhibitions Film Photography Art history	Critical thinking Creativity Collaboration Observational Contraction Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: internal exam	Organic Structure Continued project from term 1 50%	How are you comminating your idea through your outcome. Creating sustained project from natural forms to organic structure.	How have you used research and artists to inform your own idea How have you developed your ideas How have you presented a personal and meaningful response.	Through exploring WAGOLI Artists and designer research Experimenting through trial and error. Building Assessment for Learning. 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? Now have you been selective with your work Summative Assessment. This assessment will assess how effectively students have developed their understanding of the	To gain insight into building a project and personal portfolio in their own creative pathway.	This builds on project building and developing their own style as artists and designers. This builds towards independence when researching and selecting the correct media to respond with. This provides an opportunity for collaboration between students and working artists to form a personal and meaningful response.	Analyse Design Develop Researching Eshibitions Film Photography Art history	Critical thinking Observational Analysis Collaboration Research Contruction Design Thinking Adaptability Resillence
IsmJ: internal exam.	Workshops to build skills prior to Yesr 11 CW	How is Art marked. How to work on feedback and create original artwork from your feedback.	To gain understanding into how media can be used not for its original purpose Drawing with the sewing mechine. To build on creative mistakes and explore how to improve without disregarding the idea. "Happy Accidents!"	Through exploring printing, photography and observational drawing workshops. Assessment for Learning: How have you built on 'mistakes made'' How have you presented your portfolio. Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To be familier with a wide variety of media that can be used in more depth to create consistency with exploring ideas.	This builds on art skills across a wide range of media that can be used at GCSE. Developing independence in preparation for GCSE. This builds towards the first start word which is 50% of their final grade at IGCSE. This provides an opportunity for collaboration between students and artists in the working world.	Design Develop Exhibitions Film Photography Art history Print Portfolio development.	Technical skills Design thinking Observational Innovation Critical thinking Analysis Contruction Collaboration Research Resilience

Year 11 Curriculum: Art and Design



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Complete internal exam worth 60% on Final grade started in year 10 Natural forms & Organic structure	Developin g personal and meaningfu I response to start the chosen start word. TBC.	How have you communicate d your idea visually through your project?	To experiment with a wide range of media for your chosen pathway, e.g Textiles/ Fine Art Following the AQA Assessment objectives. How have you developed ideas How have you refined your work and been selective How have you recorded your ideas and observations through drawing and through written communication.	Through exploring WAGOLL and working artists that also look at similar themes to your chosen start word. Assessment for Learning: Develop Explore Refine Present Summative Assessment: This assessment will assess against the objectives if AQA Art and Design. With feedback against GCSE criteria.	To understand how to use the world around you to respond, make, create artwork in different medias. This will build critical thinking skills to use across other subject areas with analysis skills. 50% of final grade	This builds on responding to artists and the world around you. This builds towards working to a deadline and managing workload within art. This provides an opportunity for students to make mistakes and learn from them, being brave and taking creative risks.	Design Create Research Contextual learning Rese life responses Film Photography 2D/3D Print Fashion	Critical thinking Creativity Collaboration Problem-solving Adaptability Research Design Thinking
			Term 2; Moderation and works	nops to improve and explore prior to	ofinal exam , Start word Rele	esed in January.		
Yerm 2. January – April External Exam send form Edexcel 40% of grade.	Developin g personal and meaningfu I response to start the chosen start word. Sent by Exam board in January.	How have you communicate d your idea visually through your project?	To experiment with a wide range of media for your chosen pathway e.g Textiles/ Fine Art Following the Edexcel Assessment objectives. How have you developed ideas How have you refined your work and been selective How have you recorded your ideas and observations through drawing and through written communication.	Through exploring WAGOLL and working artists that also look at similar themes to your chosen start word. Assessment for Learning: Develop Explore Refine Present Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic.	To understand how to use the world around you to respond, make, create artwork in different medias. 40% of finel grade	This builds on responding to artists and the world around you. This builds towards working to a deadline and managing workload within art. This provides an opportunity for students to make mistakes and learn from them, being brave and taking creative risks.	Design Develop Design Create Research Contextual learning Real life responses Film Photography 2D/3D Print Fashion	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

KS4 Success Criteria: Art and Design



Success Criteria	Working Below 1/2	Working Towards 3/4	Working At	Working Above 6/7	Significantly Above 8/9
AO1 Develop Ideas	Umited or superficial connections to artists, designers, or cultural references. Research lacks depth or is copied rather than personal. Struggles to show development of a theme or concept over time. Ideas are repetitive, vague, or not clearly linked to the chosen theme	Make clearer links between your work and chosen artists/designers. Show how your own ideas are developing rather than just copying research. Add more depth by explaining why an artist or theme inspires you. Try to show a variety of starting points before deciding on one direction.	Research is relevant and clearly linked to the theme. Ideas show influence from artists and designers, with some personal interpretation. Development is logical, showing progress from initial ideas to more focused concepts. Connections between research and own work are clear, though not always deeply explored.	Research is insightful, extensive, and clearly linked to the theme. Ideas are original, personal, and show strong conceptual development. Connections between artists' work and own Ideas are sophisticated and critically considered. Development shows creativity, innovation, and progression beyond basic expectations.	Research is sophisticated, thorough, and highly relevant to the theme. Ideas are highly original, creative, and conceptually ambittous. Connections between artists/designers and own work are insightful, critically evaluated, and go beyond what is expected for age. Development demonstrates innovation, experimentation, and mature conceptual thinking.
AO2 Refine work	Minimal evidence of experimentation with materials, techniques, or processes. Limited exploration of alternatives; work often stops at the first idea. Weak control of chosen media; outcomes look unfinished or lack care. Refinement is accidental rather than intentional.	Experiment more with different materials and techniques to see what works best. Push ideas further by testing out alternative compositions or colour choices. Improve control of your media through practice and refinement. Use feedback and self-reflection to make purposeful changes to your work.	A range of materials, techniques, and processes have been tested with some success. Refinements are purposeful, showing control of chosen media. Some consideration of alternatives is present but may not be fully pushed. Evidence of decision-making is clear, leading to more effective outcomes.	Materials, techniques, and processes are experimented with confidently and effectively. Refinements are deliberate and enhance the quality, meaning, or impact of the work. Multiple alternatives are explored, demonstrating strong problem-solving skills. Outcomes are highly controlled, polished, and show technical excellence.	Materials, techniques, and processes are used expertly and with confidence. Refinements are precise, purposeful, and consistently improve the quality, meaning, or impact of work. A wide range of alternatives is explored thoughtfully, demonstrating exceptional problem-solving and creative risk-taking, Outcomes are polished, technically outstanding, and show mastery of chosen media.
AO3 Record ideas and observations	Recording is inconsistent, rushed, or incomplete. Observational work is inaccurate or lacks detail. Struggles to annotate or explain thought process effectively. Visual and written evidence does not show clear progress.	Record observations with greater accuracy and detail (drawing/photography/notes). Annotate to explain your thinking — why you made certain choices. Keep evidence of progress so your sketchbook clearly shows your journey. Try to include both visual recording (drawings, photos) and written reflections.	Ideas, observations, and insights are recorded with accuracy and some detail. Annotations explain thinking and show awareness of strengths and weaknesses. Visual recording (drawings, photos, notes) supports the development process. The sketchbook shows a clear journey from initial research to outcome	Observations and recordings are detailed, perceptive, and highly accurate. Annotations are thoughtful, reflective, and critically evaluate strengths and areas for development. Sketchbooks/journals show clear progression, experimentation, and creative thinking. Evidence shows independent research and insight beyond what is taught.	Observations and recordings are exceptionally detailed, perceptive, and accurate. Annotations are reflective, evaluative, and critically articulate reasoning, choices, and insights. Sketchbooks/journals show continuous progression, inventive experimentation, and independent thinking. Research demonstrates depth, independence, and originality beyond age-level expectations.
AO4 Present a personal body of work	Final piece(s) lack coherence with earlier studies. Presentation is rushed, incomplete, or poorly organised. Outcomes do not clearly communicate personal intentions. Little sense of a journey from research development inal idea	Ensure your final outcome links clearly back to your research and development. Plan your presentation so it feels organised and communicates your intentions. Show a sense of conclusion by pulling together the best parts of your process. Make your final piece more personal by showing your own ideas, not just influence from artists.	The final outcome(s) connect clearly to research and development. Presentation is organised, showing a sense of conclusion. Work communicates personal intentions with some individuality. The body of work feels complete, though there may still be areas to refine further.	Final outcomes are original, cohesive, and clearly reflect personal intentions. Presentation is polished, professional, and communicates meaning effectively. Work demonstrates individuality, creativity, and critical understanding. The body of work shows a clear journey, innovation, and strong connection between concept, research, and outcome.	Final outcomes are highly original, cohesive, and compelling, reflecting a clear personal vision. Presentation is professional, polished, and effectively communicates intention, concept, and meaning. Work shows individuality, creativity, critical understanding, and mature artistic judgment. The body of work demonstrates an exceptional journey from research -> development -> outcome, with innovative and ambitious results.

Business



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

- It is important to have a strong understanding of the fundamentals of business and operations before researching different course of actions taken by business' around the world. Our curriculum aims to equip you with the necessary skills to become knowledgeable in the field of business and make informed opinions and decisions on business activity.
- . In the world of business, creativity and innovation are key to success. Our curriculum encourages you to think creatively and develop new technological solutions to business problems.
- As a Business Studies student, you will explore emerging trends and their impact on business decisions and how business' utilize consumer psychology through marketing tools to enhance their market positioning.
- Data analysis and interpretation are essential skills for making informed decisions in the business world. Our curriculum emphasizes the importance of data analysis and interpretation in business decision-making.
- Collaboration and teamwork are critical skills in the modern business landscape. Our curriculum fosters collaboration and teamwork skills to facilitate effective communication and idea sharing.
- The relationship between technology and society is complex and constantly evolving. The modules will help you understand the ethical implications of technological, environmental and legal stances of business activities.
- Access to real-world mentors and industry experts is a valuable resource for Business Studies students. Our curriculum provides you with opportunities to interact with industry experts and
 gain valuable insights into a variety of business industries.
- Understanding the global business environment and how businesses operate on a cross border basis broadens your knowledge further to be able to assess the competitive nature of business in an international market.
- Our curriculum encourages and provides you with the opportunity to showcase your innovative skills through creative activities and receive feedback from peers and industry experts. We also emphasize the importance of resilience and adaptability to cope with the fast-paced and ever-changing demands of the business world.

These aims are realised through our curriculum which:

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

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

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

Year 10 Curriculum: Business



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
Business Activity & Influence on Business	This unit will look at clear business objectives are crucial for success amidst changing environments, leveraging opportunitie, and overcoming constraints.	How can businesses strategically align their objectives with the dynamic external environment to achieve sustained success? UAE Link: Businesses in the UAE can adapt their objectives by aligning with the country's economic diversification strategies, embracing cultural diversity, and complying with local regulations and policies.	Define the concept of strategic alignment and its importance in business. identify and explain the key elements of the dynamic external environment that impact business objectives. Analyze and evaluate the alignment between business objectives and the dynamic external environment. Develop strategies to effectively align business objectives with the dynamic external environment for sustained success.	Through exploring the different objectives business can have and how they are influenced. Assessment of Learning: questioning, case studies, peer and self-assessment, class discussion and feedback Summative Assessment: EOT/EOY Assessment This assessment will assess how effectively students have developed their understanding of the topic	To understand how the external environment can influence and impact on business objectives and to gain insight into how to measure this impact on profitability, and other measures of success.	This builds on your existing knowledge about Design Thinking from KS3 This builds towards gaining a deeper understanding of external factors and business success for your IGCSE Paper 1 & 2. This provides an opportunity for collaboration between Humanities, Geography, English.	Develop a comprehensive business plan for a startup including objectives, target market analysis and competitive strategies. Explore ethical issues faced by businesses engaging in debates and proposing ethical and unethical solutions for real life scenarios. Analyze economic impact of a major event on a local community	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: People in Business	This section looks at people in organization, focusing on their roles, relationships and management in business	How do effective role management, relationship building, and people management contribute to the success of organizations? UAE Link: Effective role management, relationship building, and people management contribute to the success of organizations in the UAE by fostering employee engagement, promoting collaboration, and maximizing the potential of human capital in a diverse and dynamic business environment.	Understand how clear job descriptions can help a company run more smoothly and help employees perform better. Understand how to match tasks with employees' skills and how to track progress towards goals. Understand how good relationships can make a workplace happier and more productive. Learn about different ways to motivate employees, develop their skills, measure their performance, and create a positive workplace culture.	Through exploring the different ways of managing people in a business - Assessment of Learning: questioning, case studies, peer and self-assessment, class discussion and feedback Summative Assessment: EOT/EOY Assessment This assessment will assess how effectively students have developed their understanding of the topic	To gain an insight into how a business can go about managing the culture in the workplace through a variety of methods and concepts. To understand that it is not a one size fits all approach and that each individual business will apply a different approach at different times.	This builds on your existing knowledge about teamwork from Design Thinking in KS3 This builds towards gaining a deeper understanding of People in Business for your IGCSE Paper 1 & 2. This provides on opportunity for collaboration between our HR Manager, Mr. Gale, Heads of Department.	Explore leadership styles and qualities developing their own leadership skills through group projects Propose strategies to improve employee engagement in a business setting. Develop a performance appraisal system including evaluation criteria to assess. Create a new policy for HR to implement at our school.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
Term 3: Marketing	This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.	How does the identification and satisfaction of customer needs in a changing international environment impact business success? UAE Link: In the UAE, understanding and meeting diverse customer needs is crucial for businesses to thrive in a competitive global market.	Understand identifying varied customer needs in UAE's multicultural market. Learn to respond to dynamic customer needs in a global market Understand strategies to meet customer needs in business scenarios Learn to evaluate business success through customers satisfaction	Through exploring the different ways of appealing to customers in multiple markets Assessment of Learning: questioning, case studies, peer and self-assessment, class discussion and feedback Summative Assessment: EOT/EOY Assessment This assessment will assess how effectively students have developed their understanding of the topic	To understand how a business can go about creating and developing awareness of their brand through effective marketing strategies. To gain an insight into how markets operate and influences on these markets.	This builds on your existing knowledge about the PUMA & RAW Coffee challenge in K53. This builds towards gaining a deeper understanding of Marketing for your iGCSE Paper 1 & 2 This provides an opportunity for collaboration between Art, English, Media,	Create a new product concept, conduct market research and prototypes for a new product launch. Create a marketing advertisement for a product off your choice Conduct market research to gather information on a topic of your choice,	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

Year 10 Business - Success Criteria



Term 1 – Business Activity and Influences

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

Year 10 Business - Success Criteria



Term 2 - People in Business

Success Criteria	(1-2)	(3)	(4-5)	(6-7)	(8-9)
Define the importance of good communication	Identify and state the importance of good	Discuss the importance and benefits of	Explore the importance of good	Evaluate and justify the significance of	Synthesize and evaluate comprehensive communication
In business.	communication in business.	effective communication in a business	communication in business	effective communication in promoting	frameworks for business success
		context.		organizational success	weareness and a second
State some of the barreiers to communication	List and mention some common barriers to	Review the obstacles and challenges that	Analyze and propose strategies to	Analyze and propose innovative solutions to	Critically analyze and propose innovative strategies to
in business.	communication in business	can hinder effective communication in a	overcome barriers to communication in	overcome complex communication barriers in	overcome complex communication barriers
	and the second of the second o	business setting	business	business	and the same same same same same same same sam
Explain the different types of employment and	Describe and provide examples of different	Articulate the different employment and	Critically express different types of	Critically assess and recommend advanced	Develop advanced employment and recruitment
recruitment options available to businesses	types of employment and recruitment options	recruitment methods and options that	employment and recruitment options	employment and recruitment strategies for	strategies, incorporating cutting-edge technologies and
recomment approvis available to obstitesses	available to businesses.	businesses can utilize.	citiployment and recognitions opinions	businesses	methodologies
Discuss the key legal controls that govern the	identify the main legal controls that govern the	Discuss the legal regulations and	Critically express the legal controls	Evaluate and propose legal frameworks that	Conduct a comprehensive evaluation of legal controls,
[1] [1] [1] [2] [2] [3] [4] [4] [4] [4] [4] [4] [4] [4] [4] [4					
employee and employer relationship	employee and employer relationship.	frameworks that define the relationship	governing the employee and employer	optimize the employee and employer	proposing transformative legal frameworks
		between employees and employers.	relationship	relationship	
Interpret different legislative measures	Explain the meaning of different legislative	Discuss the implications and intent of	Demonstrate an understanding of the	Critically analyze and predict the impact of	Analyze and forecast the future impact of legislative
introduce to manage business activity	measures introduced to manage business	various legislative measures aimed at	impact of legislative measures on	future legislative measures on managing	measures on managing business activity
	activity.	regulating business operations.	managing business activity	business activity	A STATE OF THE PARTY OF THE PAR
Demonstrate an understanding of the	Explain the Importance of training in the	Discuss the significance and benefits of	Critically express the importance of	Critically evaluate and propose transformative	Design and implement a holistic training ecosystem,
importance of training in the workplace.	workplace.	providing training in a workplace	training in the workplace	training strategies to maximize workplace	Integrating advanced methodologies, personalized
	restriction and the second	environment.	DATE OF STREET OF STREET	effectiveness	approaches, and continuous development
		SAN AND SAN ES	11		
Compare & contrast bewteen different training	Describe the differences between various	Summarize the different approaches and	Classify different training methods,	Conduct an in-depth comparative analysis of	Conduct an advanced comparative analysis of training
methods	training methods.	techniques used for training employees in a	identifying their strengths and weaknesses	diverse training methods, identifying emerging	methods, incorporating emerging technologies and
	OF THE PROPERTY OF THE PARTY OF	business setting.	projection of the control of the con	trends	innovative learning approaches
		The state of the s	8	Contract Con	
Analyse the importance of motivation in the	Describe the significance of motivation in the	Discuss the importance of motivation in	Determine the importance of motivation in	Conduct a comprehensive analysis of	Conduct an in-depth analysis of motivation's influence
workplace and its impact on culture and	workplace and its impact on culture and	shaping workplace culture and enhancing	the workplace, considering its impact on	motivation's multifaceted impact on workplace	on workplace culture, productivity, and employee well-
productivity.	productivity	productivity.	culture and productivity	culture and productivity	being
		200000		Salas and acceptant	
Understand the financial and non-fiancnal	Identify some financial and non-financial	Interpret which motivation can be fostered	Critically express and evaluate financial	Evaluate and propose a comprehensive	Develop a comprehensive motivation framework,
methods of motivation in the workplace.	methods of motivation in the workplace.	in a work environment.	and non-financial methods of motivation	motivation framework integrating financial and	integrating financial, non-financial, and intrinsic
				non-financial methods	motivators
Differentiate between methods of motivation.	Describe the difference between different	Discuss various approaches and strategies	Compare and differentiate between	Conduct an advanced analysis and synthesis of	Conduct a sophisticated analysis of motivation methods,
	methods of motivation.	employed to motivate individuals in the	different methods of motivation	various methods of motivation, including	considering neuroscientific insights and personalized
		workplace.	N. Commission of the Commissio	emerging models	approaches
Analyse different types of organisational	Explain the various types of organizational	Discuss various organizational structures	Analyze different types of organizational	Conduct an advanced analysis of complex	Can design and implement complex programs that utilize
structures that exist for different types of	structures for different businesses.	that are suitable for different types of	structures for different businesses	organizational structures, considering industry-	subprograms effectively, and can explain the Conduct an
businesses.		businesses.		specific requirements	advanced analysis of diverse organizational structures,
ousinesses.		Musinesses.		special tedansments	considering global dynamics and strategic agility of using
					subprograms in technical terms
Compare and contrast between the role of	Explain the roles of organizational structure.	Discuss the distinctions and interplay	Compare and contrast the roles of	Conduct a comparative analysis of the impact	Conduct a comparative analysis of the synergistic
organisatisonal structure, hierarchy and	hierarchy, and employee responsibility.	between organizational structure, hierarchy,		of organizational structure, hierarchy, and	relationship between organizational structure, hierarchy,
employee responsibility.	montrolly and emphasize responsessible.	and employee roles.	employee responsibility	employee responsibility	and employee empowerment
emproyee responsibility.		and employee roses	and other residence of the same	and the second	and endocates embowerings
					VII. 100 - 1
investigate the different departmental	Describe the various departmental functions.	Compare and contrast the roles and	investigate and analyze the functions of	Conduct an in-depth investigation of the	Conduct an extensive investigation into the strategic
functions.		responsibilities of various departments	different departments within an	interdependencies and optimization of	alignment and optimization of departmental functions
, , , , , , , , , , , , , , , , , , , ,		within an organizational framework.	organization	different departmental functions	The second secon
		meaning of parameters in direction for	or the contract of	Delitarative and ben experience in inchine or	

Year 10 Business - Success Criteria



Term 3 - Marketing

Success Criteria	(1-2)	(3)	(4-5)	(6-7)	(8-9)
Understand the purpose of market research and how data is collated, collected and gathered.	Recognize the purpose of market research and its role in gathering data	identify the purpose of market research and data collection methods	Critically evaluate the purpose and process of market research and data collection	Critically evaluate the purpose and process of market research and data collection	Critically evaluate the purpose and process of market research and data collection
State methods of gathering data through market research.	Recall different methods used to gather data in market research	Explain the methods for gathering data through market research	Analyze and synthesize various methods of gathering data through market research	Evaluate, select, and justify appropriate methods for gathering data through market research	Formulate innovative and effective methods for gathering data through market research
Explain the importance of marketing in established a relationship with customers, competition and the market.	State the importance of marketing in establishing relationships with customers, competition, and the market	Explain marketing's role in customer and market relationships	Justify the significance of marketing in building customer and market relationships	Assess and justify the strategic importance of marketing in building customer relationships	Articulate the strategic significance of marketing in cultivating relationships with stakeholders
Discuss key differences between each element of market segmentation	Discuss key differences between each element of market segmentation	Describe key differences in market segmentation elements	Ortically compare and contrast the elements of market segmentation	Analyze, compare, and synthesize the key differences among elements of market segmentation	Critically evaluate and synthesize the nuanced differences between each element of market segmentation
Demonstrate an understanding of the 4ps of marketing mix	Demonstrate an understanding of the 4Ps of the marketing mix	Describe understanding of the 4Ps of marketing mix	Evaluate and critique the application of the 4Ps of marketing mix	Ortically evaluate and synthesize the application and impact of the 4Ps of marketing mix	Propose innovative and comprehensive strategies for implementing the 4Ps of marketing mix
Assess the importance of analyzing 'product' as a key element of the marketing mix for a business	State the importance of analyzing 'product' as a key element of the marketing mix for a business		Analyze the significance of analyzing 'product' within the marketing mix	Analyze and justify the strategic importance of analyzing 'product' in the marketing mix	Justify and prioritize the analytical examination of "product" as a pivotal element in the marketing mix
Differentiate between goods and services, packaging, product life cycle and extension strategies and BCG Matrix	identify between goods and services, packaging, product life cycle, extension strategies, and BCG Matrix	Classify goods, services, packaging, product life cycle, BCG Matrix	Evaluate and justify the use of goods, services, packaging, product life cycle, extension strategies, and BCG Matrix	Evaluate, compare, and synthesize the role and impact of goods, services, packaging, product life cycle, extension strategies, and BCG Matrix	Synthesize and develop comprehensive frameworks comparing and contrasting goods, services, packaging, product life cycle, extension strategies, and BCG Matrix
Compare and contrast between different pricing strategies that can be applied to products.	Define pricing strategies applicable to products	Discuss pricing strategies for products	Compare and contrast different pricing strategies for products	Critically compare, contrast, and evaluate different pricing strategies for products	Evaluate, synthesize, and recommend the most suitable pricing strategies for products based on comprehensive analysis
Examine the various methods of distribution that are availabel to business	List various methods of distribution available to businesses	Identify various methods of product distribution for businesses	Critically examine and appraise various methods of product distribution	Analyze, evaluate, and synthesize various methods of product distribution	Formulate comprehensive assessments and recommendations for the various methods of product distribution
Question the role technology plays in enhancing the distribution methods available.	Recognize the role of technology in enhancing distribution methods	Report on the role of technology in enhancing distribution methods	Analyze and evaluate the role of technology in enhancing distribution methods	Critically analyze and justify the role of technology in enhancing distribution methods	Critically analyze, synthesize, and predict the evolving role of technology in enhancing distribution methods
Differentiate between above and below the line promotion	Officerntiate between above the line and below-the-line promotion strategies	Discuss above-the-line and below-the-line promotion strategies	Critically differentiate between above-the-line and below-the-line promotion	Critically differentiate and evaluate the effectiveness of above-the-line and below-the- line promotion	Synthesize and generate innovative distinctions between above-the-line and below-the-line promotion strategies
Analyse the importance of branding	State the importance of branding	Describe the importance of branding in marketing	Critically analyze the importance and impact of branding in marketing	Analyze, evaluate, and synthesize the strategic importance of branding in marketing	Critically analyze and justify the strategic importance of branding, considering current market dynamics
Investigate the use of technology in enhancing promotional strategies	Recall the use of technology in enhancing promotional strategies	Recognize technology's impact on enhancing promotional strategies	investigate and evaluate the use of technology in enhancing promotional strategies	Can use advanced testing techniques such as unit testing and regression testing to ensure code quality and reliability	Evaluate, synthesize, and propose cutting-edge strategies for utilizing technology to enhance promotional tactics
Construct an argument on how promotion strategies can be different for some market segments.	List arguments for segment-specific promotion strategies	Explain persuasive arguments for targeted promotion strategies	Construct compelling arguments on how promotion strategies vary across market segments	Can analyse the efficiency and scalability of a program and suggest ways to improve performance	Construct compelling and well-supported arguments showcasing the diversity of promotion strategies across market segments

Year 11 Curriculum: Business



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
Term 1: Business Operations	This section examines the way organizations use and manage resources to produce goods and services.	How do organizations effectively utilize and manage resources to optimize the production of goods and services? UAE Link: In the UAE, efficient resource management is essential for businesses to deliver high-quality products and services while maximizing productivity and profitability.	Comprehend the importance of effective resource management for producing goods and services. Learn about resource management strategies in UAE's diverse business environment. Understand how to use resources to optimize goods and services. Learn to measure efficiency and profitability through effective resource management	Through exploring the different types of ways of managing resources in a business, case studies and exam questions - Assessment of Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: EOT/EOY Assessment This assessment will assess how effectively students have developed their understanding of the topic	To understand how a business goes about managing their resources to ensure they are operating at maximum efficiency to ensure highest levels of productivity. To gain an insight into different techniques to achieve this.	This builds on your existing knowledge about Design Thinking throughout KS3 and using your resources effectively This builds towards gaining a deeper understanding of Business Operations for IGCSE Paper 1 & 2 This provides an opportunity for collaboration between Project Management, Art, Operations Team.	Analyze a local business's production process and suggest improvements for efficiency Create a service concept including resource allocation and customer experience for a business Map & Analyze the supply chain of a chosen product identifying potential bottle necks and suggesting improvements.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: Business Rinance	This section explores the use of accounting and financial information as an aid to decision making.	How can accounting and financial information be effectively utilized to support decision-making in business? UAE Link: In the UAE, sound financial management is crucial for businesses to make informed decisions and ensure financial stability and growth.	Understand the importance of accounting and financial information in business decisions. Learn about the role of financial management in UAE's business environment Understand how to use financial information for informed decision making Learn strategies to ensure financial stability and growth through effective decision-making	Through exploring the different types of financial statements and methods of assessing profitability & success- Assessment of Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: EOT/EOY Assessment This assessment will assess how effectively students have developed their understanding of the topic	To understand the mathematics behind each business decision and identify how business performance can be discussed by assessing financial performance first. To gain an insight into the multiple aspects of business finance that used day to day.	This bullds on your existing knowledge about Finance from your extra-curricular opportunities in K53 (RAW Coffee) This bullds towards gaining a deeper understanding of Finance for IGCSE Paper 1 & 2 This provides on opportunity for collaboration between Maths and English	Create a budget for a hypothetical business, considering income, expenses and financial goals. Analyze and interpret financial statements of a real company to assess its financial health and performance. Analyze investment opportunities and recommend projects based on cash flow analysis and return on investment.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resillence
Term 3: Business Finance	This section explores the use of accounting and financial information as an aid to decision making.	How can accounting and financial information be effectively utilized to support decision-making in business? UAE Link: In the UAE, sound financial management is crucial for businesses to make informed decisions and ensure financial stability and growth.	Understand the importance of accounting and financial information in business decisions. Learn about the role of financial management in UAE's business environment Understand how to use financial information for informed decision making Learn strategies to ensure financial stability and growth through effective decision-making	Through exploring the different types of financial statements and methods of assessing profitability & success- Assessment of Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: EOT/EOY Assessment This assessment will assess how effectively students have developed their understanding of the topic	To understand the mathematics behind each business decision and identify how business performance can be discussed by assessing financial performance first. To gain an insight into the multiple aspects of business finance that used day to day.	This builds on your existing knowledge about Finance from your extra-curricular opportunities in KS3 (RAW Coffee) This builds towards gaining a deeper understanding of Finance for iGCSE Paper 1 & 2 This provides on opportunity for collaboration between Maths and English	Create a budget for a hypothetical business, considering income, expenses and financial goals. Analyze and interpret financial statements of a real company to assess its financial health and performance. Analyze investment opportunities and recommend projects based on cash flow analysis and return on investment.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

Year 11 Business - Success Criteria



Term 1 - Business Operations

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

Year 11 Business - Success Criteria



Term 2 - Business Finance

Success Criteria	(1-2)	(3)	(4-5)	(6-7)	(8-9)
Understand the difference between	Recall the varying needs for business finance	Classify the varying needs for business	Analyze the varying needs for finance in businesses and	Analyze and evaluate the varying financial needs	Analyze the disparity in financial requirements
the varying needs for finance	(short term, long term, start-up, and	finance as short term, long term, start-up,	differentiate between short term, long term, start-up,	of businesses, distinguishing between short term,	among businesses: short term, long term, start-up
business (short term, long term, start	expansion).	or expansion.	and expansion requirements.	long term, start-up, and expansion requirements.	expansion.
up or expansion.	Maria Maria			Maria	M
	Recognize the different sources of finance	Categorize the different sources of finance	Evaluate and select appropriate sources of finance	Classify and assess the different sources of finance	Enumerate the diverse array of financing sources
finance that is available to a business	available for specific business needs.	available to a business based on specific	available to businesses based on specific needs.	available to businesses based on specific needs	available to cater to specific business needs.
for a specific need	and the second second second second second	needs.	arminant to statisticates was in specific recent	and criteria.	arterial in sent to specific section (recor-
Explain the importance of cashflow	Explain the importance of cash flow	Describe the significance of cash flow	Justify the importance of cash flow forecasting in	Justify and assess the significance of cash flow	Elucidate the significance of cashflow forecasting
forecasting in determining cash and	forecasting in determining cash and profit.		determining and managing cash and profit.	forecasting in accurately determining and	in determining cash and profit outcomes.
profit	for examining in decembering count and produc-	normalise of the property of t	describing and managing contrary profit.	managing cash flow and profitability.	in determining cash and profit ductories.
Discuss how to prepare a cashflow	Describe the process of preparing a cash flow	Outline the steps involved in preparing a	Develop a comprehensive cash flow forecast using a		Discuss the methodology of constructing a
forecast using a specific template	forecast using a specific template.	cash flow forecast using a specific template.	specific template, considering income, expenses, and	forecast using a specific template, considering	cashflow forecast utilizing a specific template.
			timing.	revenue, expenses, and cash flow projections.	
Demonstrate as understanding of the	identify the different costs incurred by a	Identify and categorize the different costs	identify, categorize, and analyze the different costs	Categorize and differentiate the various costs	Comprehend the multifaceted nature of costs
	Transfer and the second		The particular control of the particular con		
different costs that a business is	business.	that a business incurs.	incurred by businesses, such as fixed, variable, direct,	incurred by businesses, including fixed costs,	encountered by businesses.
exposed too.			and indirect costs.	variable costs, direct costs, and indirect costs.	
	Define the concept of breakeven and its	Explain the concept of breakeven and	Apply the concept of breakeven analysis and calculate	Apply and compute the breakeven point and its	Grasp the concept of breakeven point and
and its calculation to identify a	calculation for determining the output level.		the breakeven point to determine the level of output	calculation to determine the specific level of	ascertain the level of output necessary for cost
specific level of output.		output.	required for profitability.	output required for cost recovery.	neutrality.
Create and plot a breakeven graph	Identify the components of a breakeven graph	Construct and illustrate a breakeven graph	Construct and interpret a breakeven graph using	Generate and graphically represent a breakeven	Generate and graphically depict a breakeven chart
using provided information	using provided information.	using provided data.	provided information on costs, revenues, and units sold.	graph using provided data to visualize the	using provided data.
(400-400) (400-400) (400-400)	part of the experience of			relationship between costs, revenue, and profit.	(3025) (1005) (1005)
Compare and contrast between the	Compare the different elements in an income	Compare and contrast the components of	Compare and contrast the different elements in an	Compare and contrast the different elements	Compare and contrast the distinct components
different elements in an income	statement.	an income statement.	income statement, including revenue, expenses, gross	within an income statement, including revenue,	within an income statement.
statement			profit, operating profit, and net profit.	expenses, gross profit, operating profit, and net	
				profit.	
Examine the importance of an income	Recognize the importance of an income	Assess the importance of an income	Evaluate the importance of an income statement as a	Assess and evaluate the importance of an income	Evaluate the importance of an income statement
statement in decision making	statement in decision making.	in the control of the	financial tool in decision making, performance	statement as a financial tool in facilitating decision	
			evaluation, and financial analysis.	making and performance evaluation.	
	Water Committee Committee Committee		A STATE OF THE STA		AND REPORT OF THE PARTY OF THE
Question the nature of profit and its	Define the nature of profit and its	Analyze the nature of profit and its	Question and critically analyze the nature of profit,	Question and critically analyze the nature of profit,	Scrutinize the intrinsic nature and significance of
importance	significance.	relevance to business operations.	including its sources, sustainability, and its impact on	exploring its significance in business operations.	profit.
			business growth and survival.	growth, and sustainability.	
Compare and contrast between the	Compare the different elements of a balance	Compare and contrast the elements of a	Compare and contrast the different elements of a	Compare and contrast the different elements of a	Conduct a comparative analysis of the different
different elements of a balance sheet	sheet (SOFP).	balance sheet (SOFP).	balance sheet (Statement of Financial Position), including		elements comprising a balance sheet (SOFP).
(SOFP)	C1000000000000000000000000000000000000		assets, Rabilities, and equity	including assets, liabilities, and equity.	On the second se
	The state of the s				
Interpret a statement of financial	Interpret a statement of financial position.	Interpret a statement of financial position	Interpret a statement of financial position to assess a	Interpret and analyze a statement of financial	Interpret a statement of financial position by
position		to evaluate a company's financial status.	company's financial health, solvency, and liquidity.	position to assess a company's financial health,	extracting relevant insights and information.
				stability, and solvency.	
Understand the different ratios for	Recall the different ratios for measuring	Understand and apply different ratios for	Understand and apply various financial ratios for	Comprehend and apply various financial ratios for	Gain a comprehensive understanding of the
measuring liqudiity, profitability and	liquidity, profitability, and risk.	measuring liquidity, profitability, and risk.	measuring liquidity, profitability, and risk, such as current	measuring liquidity, profitability, and risk, such as	various ratios employed to measure liquidity,
risk.			ratio, return on investment, and debt-to-equity ratio.	current ratio, return on investment, and debt-to-	profitability, and risk.
		Manager and the second		equity ratio.	
Assess the important use of financial	Recognize the important use of financial	Evaluate the significance of financial	Evaluate the important use of financial documents for	Evaluate and appraise the important role of	Assess the pivotal role played by financial
documents in business	documents in business.	documents for effective business	decision making	financial documents in stakeholder comms.	documents in facilitating effective business
		management.			operations.

Computing



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 21st 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 21st 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

KS4 Curriculum: Computing



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Problem Solving	This introduction to IGCSE explores how problem solving is the basis computer programming	How can problem-solving skills and programming knowledge be applied to real-world challenges and industries, such as healthcare, finance, and transportation? UAE Link: The UAE's rapid technological growth offers numerous apportunities for computer science students to apply problem-solving skills.	Understand what an algorithm is used for Interpret algorithms and pseudocode and flowcharts Use and describe the purpose of arithmetic operators Make use of programming constructs and use appropriate conventions Understand how search and sort algorithms work Understand how abstraction can be used in the real world	Through a variety of problem-solving tasks and programming exercises Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment exam style questions This assessment will assess how effectively students have developed their understanding of the topic against IGCSE grade descriptors and AO's	50% of iGCSE, Paper 1 To develop your computational thinking skills and problem-solving abilities. By mastering these skills, you will be able to design efficient algorithms, create robust programs, and develop innovative solutions to complex problems in preparation for future academic and professional pursuits and critical thinking in everyday life	This builds on your existing knowledge about problem solving from KS3 This builds towards successfully completing your Year 10 mock, igCSE and gaining a deeper understanding of computational thinking in KSS A Level This provides an opportunity for collaboration between Mathematics and Science	Translate a real-world problem into pseudocode Write a program that uses loops and conditionals Compare and contrast the effectiveness of different algorithms Decompose a real-world problem into smaller parts Develop an abstraction that solves a real-world problem The problem into smaller parts Develop an abstraction that solves a real-world problem The problem into smaller parts The problem into proble	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation
Term 2: Program ming	This unit will explore how to translate algorithms into high-level programming	How can we use programming to create solutions that benefit our communities and the world, such as apps that promote sustainability, reduce waste, or improve accessibility? UAE Link: The UAE's commitment to technological innovation offers Y30 students a unique platform to apply their programming skills	Code an algorithm in Python programming Describe the characteristics of data types Use iteration, concatenation, and split strings Describe and create the structure of 1D and 2D arrays Explain the need for validating user inputs with working code Write code that reads and outputs text to and from a file Describe and create a subprogram Design and use test plans and test data	Through practical exercises that involve writing code in the Python programming language Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: exam style questions This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's	Programming skills are increasingly in demand in today's job market and are applicable in a wide range of industries, including technology, finance, healthcare, and many others. You will develop problem-solving skills, logical thicking, and attention to detail that will benefit you both in your future studies and in your career	This builds on your existing knowledge about technology and programming concepts from KS3 This builds towards successfully completing your Year 10 mock, IGCSE and a deeper understanding of high level programming in KSS A Level This provides an opportunity for collaboration between Mathematics, Science and Business	Design a program that incorporates both an algorithm and a program. Revise an existing program to improve its readability and maintainability. Design a program that uses both 10 and 20 arrays to solve a problem. Analyse and compare the benefits of using subprograms in a program.	Critical thinking Analytical thinking. Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity
Term 3: Data Represe ntation	This unit will explore how texts, images and sound are represented and manipulated in computer systems	How can understanding the different methods of data representation be applied in real-world scenarios, such as data storage, encryption, and communication? UAE Link: in the technology driven landscape of the UAE, students can explore how data representation plays a role in smart city infrastructure, healthcare data management, and financial systems	Understand how computers used binary to represent data Describe how computers manipulate numbers Understand apply knowledge to data conversion Understand how computers encode ASCII Understand how sound and analogue signals are converted to binary Describe the limitations of binary data representation Understand the need for data compression Understand the need for data encryption and its purpose	Through exploring different methods of data representation and applying these skills in programming tasks Assessment for Learning: questioning peer and self-assessment, class discussion and feedback Summative Assessment: exam style questions This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's	in today's digital age, data is everywhere, and being able to represent and manipulate it effectively is a valuable skill in many industries, including computer programming and cybersecurity. You will gain a deeper understanding of how computers work and be better equipped to tackle real-world problems in these fields	This builds on your existing knowledge of visual representation in game design, gamification and machine learning from KS3 This builds towards successfully completing your Year 10 mock, IGCSE and gaining a deeper understanding of big data in KS5 A Level This provides an opportunity for collaboration between Physics and Mathematics	Design and build a website or application that uses interactive data representations such as graphs, charts, and maps Analyse and compare different data representation techniques used in popular media, such as infographics or news articles Investigate the use of data representation in a specific industry, such as finance or healthcare, and create a report on its impact and effectiveness	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity

KS4 Curriculum: Computing



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Unks	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Compute rs and The Bigger Picture	This unit introduces the hardware and software that together make up the different types of computer systems	What is the long-term impact of computers on society, culture, and the global economy, and how can we ensure that their development and use align with human values and benefit the larger world? UAE Link: How has the widespread adoption of computers and technology in the United Arab Emirates influenced the nation's socio-economic landscape, and what strategies can the UAE employ to continue leveraging technology for sustainable development while preserving its cultural heritage and values?	Understand the Historical Evolution of Computing Analyze Societal and Ethical Implications Propose Strategies for Sustainable Technological Development	Through a variety of in class exercises Assessment for Learning: questioning peer and self-assessment, class discussion and feedback. Summative Assessment exam style questions This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's	50% of IGCSE, Paper 1 To develop understanding of computers as are an integral part of modern life, and understanding their impact on society and ethics is crucial for making informed decisions about technology in one's personal and professional life.	This builds an your existing knowledge about computing from KS3 This builds towards successfully completing your Year 11 mock, IGCSE and gaining a deeper understanding of computational thinking in KSS A Level This provides an opportunity for collaboration between Mathematics and Science	Technology Impact Assessment Ethical Dilemma Case Study Future Technology Expo	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation
Term 2: Commun ication and the Internet	This unit will explore the different types of computer rietworks and their importance	How has the internet revolutionized communication on a global scale, and what are the societal, political, and economic implications of this transformation in terms of privacy, security, and access to information and opportunities? UAE Link: How has the internet transformed communication dynamics within the United Arab Emirates, and what are the unique challenges and opportunities the UAE faces in managing online communication, ensuring digital security, and promoting inclusive internet access while respecting cultural values and societal norms. ²	Examine the Evolution of Internet Communication Tools Evaluate the Impact on Privacy and Security Explore Digital Inclusion and Cultural Sensitivity	Through a variety of in class exercises Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: exam style questions This assessment will assess how effectively students have developed their understanding of the topic against IGCSE grade descriptors and AO's	SO% of IGCSE, Paper 2 In an increasingly connected world, understanding the dynamics of internet communication is essential for heing a responsible digital citizen who can navigate the online landscape safely and ethically	This builds on your existing knowledge about technology and concepts from KS3 This builds towards successfully completing your Year 11 mock, IGCSE and a deeper understanding of high level programming in KSS A Level This provides an apportunity for collaboration between Mathematics, Science and Business	Digital Media Literacy Campaign Cross-Cultural Communication Eachange Cybersecurity Awareness Game Digital Inclusion Initiative	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity

KS4 Success Criteria: Computing



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

KS4 Success Criteria: Computing



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

Dance



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

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

These aims are realised through our curriculum which:

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

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

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

Year 10 Curriculum: Dance



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1a: Introduct ion to GCSE Dence- Techniqu e, choreogr aphy an d Section A	To develop correct classical and post- modern techniques. To explore the choreographic process and safety of the dancer and studio.	How do we prepare to be successful in GCSE Dance? UAF Link: Character and Morality, Community, Being a n active citizen, co-operation	*To demonstrate a variety of technically accurate actions and display an understanding of linking body actions and movement phrases *To show examples of contrast, repetition and accent *To demonstrate clarity of expression through a variety of intended body actions *To explore the different techniques within contemporary dance	Through exploring a range of classical and post- modern dance and choreographic techniques. By exploring the body of the dancer and studio practices. Assessment for Learning: self and peer assessment, questioning, whole class fe edback and discussion, reflective targets for improve ment Summative Assessment: filmed casual performances of technique classes and evaluative response This assessment will assess how effectively students have developed their understanding of the topic	To understand correct dance technique including placement and alignment. To understand the dancer and the space that we work in.	This builds on your KS3 dance experience. This builds towards developed technique and knowledge. This provides on apportunity for collaboration between Music, Drama and History.	Technique exercise and classes Dancing within a variety of genres Exploring choreographers Research into safe working practices	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Technique Resillience
Term 1b Set Phrase 1, Dance work 1 and choreogr aphy	The set phrase 'Breathe', chore ographic techniques for solo performance and A Linha Curva.	How to be technically accurate, choreographica lly sound and to appreciate dance works? UAF Link: Character and Morality, Community, Being a n active citizen, co-operation	To create motifs that are developed throughout the dance, showing choreographic methods in a structured form To show of contrast, repetition and accent To demonstrate clarity of expression through a variety of intended body actions To project with confidence and focus To analyse 'A linha Curva'	Through exploring choreography, performance and the understanding of dance through Italk Galill's 'A Linha Curva.' Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement. Summative Assessment: filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. This assessment will assess how effectively students have developed their understanding of the topic	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This builds on your chareography and performance skills. This builds towards independent chareography and intense performance skills This provides an apportunity for collaboration between Music, Drama, MFL, Geography and PE.	Technique exercise and classes Dancing within a variety of genres Exploring choreographers Using the Professional Works Booklet	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Technique
Term 2a: Set Phras e 2, Dance work 2 and chor eography	The set phrase 'Scoo p/Shift', choreo graphic techniq ues for solo performanc e and Bruce's Shadows.	How to be technically accurate, choreographically sound and to appreciate dance works? UAF Link: Character and Morality, Community, Being a nactive citizen, co-operation	*To create motifs that are developed throughout the dance, showing choreographic methods in a structured form *To develop a range of styles *To demonstrate darity of expression through a variety of intended body actions *To project with confidence and focus *To analyse 'Shadows' and compare/contrast with 'A Linha Curva'.	Through exploring choreography, performance and the understanding of dance through Christopher Bruce's 'Shadows' in comparison with 'A linha Curva'. Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. This assessment will assess how effectively students have developed their understanding of the topic	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This builds an your chareograph y and performance skills. Knowledge of Set work 1 This builds towards exom style performance and chareography. This provides an appartunity for collaboration between Music, Drama, History and PE.	Technique exercise and classes Dancing within a variety of genres Exploring choreographers Using the Professional Works Booklet	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Technique Resilience

Year 10 Curriculum: Dance



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 2b: Set Phras e 1, Dance work 3 and ch oreograp hy	To recap and further develop 'Breathe' ', choreograp hic technique s for solo performance and Within her eyes.	How to be technically accurate, choreographically sound and to appreciate dance works? UAE Link: Community, Being an active citizen, Thoughtfulness; cooperation	To explore techniques from a range of choreographers To develop a range of styles To demonstrate darity of expression through a variety of intended body actions To project with confidence and focus To analyse 'Within her Eyes' and compare/contrast with A Linha Curva and Shadows.	Through exploring chareography, performance and the understanding of dance through James Cousins' Within her eyes' in comparison with 'A Unha Curva' and 'Shadows'. Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. This assessment will assess how effectively students have developed their understanding of the topic	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This builds on your performance skills, chareography and movement memory. Knowledge of Set work 2 This builds towards exam style performance and chareography. Developed analysis techniques This provides an opportunity for collaboration between Music, Drama, History, PE and Psychology.	Technique exercise and classes Dancing within a variety of genres Exploring choreographers Using the Professional Works Booklet Extra exam style questions	Creativity Collaboration Problem-solving Adaptability Inquiry Research Technique Resilience
Term 3: Mock solo, performa noce and set work 4	How to choreograph and perform a GCSE solo and Emancipation of Expressionis m.	How can we collaborate across the arts and how are links made? UAE Links Character and Morality, Community, Being an active cit izen, co-operation	To create a solo choreography using the components of choreography and choreographic devices. To perform with confidence, projection, sensitivity and focus To analyse 'Emancipation of Expressionism' and compare/contrast with ' Within her Eyes' A Linha Curva and Shadows.	Through exploring choreography, creating a solo performance and the understanding of dance through Kendrick H20 Sandy's 'Emancipation of Expressionism' in comparison with 'A I Inha Curva', 'Within her eyes' and 'Shadows'. Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: filmed professional performances of set phrase and choreography. Written response and exam style questions. This assessment will assess how effectively students have developed their understanding of the topiced their understanding of the topiced	To be prepared for the choreography task in Year 11. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This builds on your performance skills, choreagraphy and movement memory. Knowledge of Set works This builds towards exam style performance and choreography. Developed analysis techniques This provides an opportunity for collaboration between Music, Drama, PE, Textiles and Science.	Technique exercise and classes Dancing within a variety of genres Exploring choreographers\ Research of choreography questions Extra choreography Music aditing Using the Professional Works Booklet Exam style questions	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Creativity Problem Solving Technique

Year 11 Curriculum: Dance



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1 Solo and group performa noes, solo choreogr aphy, Set Work 5 & 6	To create your solo choreography for the exam. To secure all 4 set phrases as solos and within a performance piece. The final 2 set works 'Artificial Things; and 'Infra'.	What skills and techniques do I need to be successful in creation, performance and understanding. UAE Unk: Character and Mor ality, Community, Being an active citizen, co-operation	*To create motifs that are developed throughout the dance, showing choreographic methods in a structured form *To demonstrate clarity of expression through a variety of intended body actions *To accurately reproduce set phrases *To project with confidence and focus *To analyse 'Artificial Things; and 'Infra' and to compare and contrast with the other 4 professional works.	Through exploring a range of classical and post-modern dance and choreographic techniques. Through researching and developing a choreography based on an exam question from AQA. By understanding all 6 of the Professional Works. Assessment for Learning: self and peer assessment, Teacher assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: filmed performances of choreography and performances and evaluative response This assessment will assess how effectively students have developed their understanding of the topic	To develop choreography and performance that aligns with the exam board requirements. To explore a holistic way of creating alongside and formal, technical approach. To gain an understanding of all 6 of the Profesional works in preparation for the June written paper (component 2)	This builds on your Year 20 GCSE knowledge of choreography, performance and appreciation of dance. This builds towards component 1 and 2 exams. This provides an opportunity for collaboration between all subjects (dependent on choreography question)	Technique exercise and classes Dancing within a variety of genres Exploring choreography questions Developing and curating a bank of music Developing choreography and performance in your free time	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Technique Resilience Focus Application Selection
Term 2 Practical Exam prep and Exam, Written peper preparati	To finalise your solo choreograph y for the exam. To secure all 4 set phrases as solos and within a performance pi ece. To perform Component 1 for your practical exam.	What do I need to do to meet my full potential in the Component 1 practical exam and how will feedback will help me to develop my work.? <u>UAE Unk:</u> Character and Mor ality, Community, Being an active citl zen, co-operation	*To create and secure motifs that are developed throughout the dance, showing choreographic methods in a structured form. *To use feedback to inform choreography and performance. *To demonstrate clarity of expression through a variety of intended body actions. *To accurately reproduce set phrases. *To project with confidence and focus.	Through exploring choreography and performance and by using a variety of methods of feedback to inform your work. Assessment for Learning: self and peer assessment, questioning, whole class feed back and discussion, reflective targets for improvement Summative Assessment: Performance of Component 1 filmed and sent to AQA. This assessment will assess how effectively students have developed their understanding of the topic	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This builds on your Year 10 GCSE knowledge of choreography, performance and appreciation of dance. This builds towards component 1 and 2 exams. This provides an opportunity for collaboration between all subjects (dependent on choreography question)	Technique exercise and classes Dancing within a variety of genres Exploring choreographers Using the Professional Works Booklet	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Technique
Term 3: Written Paper preparati on and exam	Exam preparation and techniques to prepare for Sections A, B and C of the written paper.	How will have knowledge of myself as a dencer, other dancers and the Professional Works support me in the written paper. UAE Link: Character and Mor ality, Community, co-operation	To analyse, compare and contrast the 6 Professional Works To discuss and analyse my own performance and choreography To identify and discuss choreographic devices, techniques and processes of dance	Through having a knowledge and understanding of choreographic processes and performing skills. Through exploring a critical appreciation of own work and of professional works. Assessment for Learning: self and peer assessment, questioning, whole class feed back and discussion, reflective targets for improvement Summative Assessment: filmed casual and professional performances of set phrase and choreography. Written response and exam style questions. This assessment will assess how effectively students have developed their understanding of the topic	To gain insight as to how choreography can be developed using different skills and techniques. To meet the exam board requirements of Set Phrases. To secure the knowledge needed for the written exam paper.	This builds on appreciation of dance This builds towards the component 2 written exam This provides an opportunity for collaboration between English.	Exampapers Example questions Quizzes and tests Revision cards Exploring choreographers Using the Professional Works Booklet	Technical skills Critical thinking Analysis Inquiry Research Resilience Problem Solving

KS4 Success Criteria: Dance (Performance)



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

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

KS4 Success Criteria: Dance (Choreography)



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

Drama



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.

Year 10 Curriculum: Drama



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Theatre Practitioners & Devising	You will be introduced to a range of theatre theorists & styles of theatre.	How can different theatre theorists influence us as creative directors? UAE Link: Students will experience live theatre in the UAE to compare & contrast performance styles.	To explore a range of theatre practitioners and styles of performance. To experiment with creative ideas to shape performance for an audience. To understand the social, historical and political context of theatre theorists and their place in theatre history. To analyse and evaluate the impact of artistic intentions on an audience.	Through exploring a range of different theatre theorists and leading your own workshop for my peers. Through a range of drama workshops & research tasks. Through the staging of theatre in different styles of performance. Assessment for Learning: Self and peer feedback tasks. Drama portfolio - performance work filmed in the rehearsal process. Class discussion and questioning tasks.	To build a foundation for devising as writers, directors and performers in preparation for the C1 devising exam.	This builds on prior knowledge of Brecht and Berkoff in year 9. This builds towards understanding a wider range of theatre theorists. This provides an opportunity for collaboration between History, Art, English and the Performing Arts.	Create and perform drama. Director's toolkit cards Stanislavski and Brecht resources on the Drama Padlet.	Critical thinking Creativity Collaboration Problem solving Adaptability Inquiry Research Resilience
Term 2: C3 -Exploring a set text	You will explore a set text from the perspective of a designer, director and performer in preparation for your C3 exam.	How can I bring a play- text from page to stage as an actor, director and designer? <u>UAE Link:</u> Students will explore and compare performances in the UAE. They will review a piece of live theatre in Duboi.	To understand how to bring a script to life from page to stage. To explore a range of roles in theatre from designers to directors. To experiment with a range of creative ideas to stage a scripted extract. To evaluate and analyse artistic intentions and their impact on a final performance.	Through exploring the set play-text from different perspectives as designers, actors and directors. Through research into the social and historical context of the set text and live theatre productions. Through experiencing live theatre as a member of an audience. Assessment for Learning: Self and peer feedback tasks. Drama portfolio - performance work filmed in the rehearsal process. Class discussion and questioning tasks. Summative Assessment: C3 written exam questions	To gain insight into how plays are staged with different directorial intentions and prepare for the demands of the C3 written paper at GCSE level,	This builds on students experience of bring scripts to life from page to stage. This builds towards a wider perspective of different roles in theatre and develops design skills. This provides an opportunity for collaboration between Art, Media, Design and English.	Individual Project Drama Padlet - Theatre resources Edexcel BBC Bitesize resource.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
Term 3: C1 – Devising Exam	You will devise your own piece of theatre in response to stimulus material for your C1 examination.	How can we communicate an artistic intention to an audience in impactful ways? WAE Link: Students will develop tolerance, empathy and respect through an extended collaborative rehearsal process as a team.	To explore stimulus material to inspire an artistic intention for a devised piece. To create a devised piece in response to a stimulus. To develop individual character roles and affective ensemble work. To analyse and evaluate personal contributions in the devising process.	Through responding to a stimulus and feading your own rehearsal workshops to devise a piece of theatre. Assessment for Learning: Self and poer assessment Drama portfolio - Performance work filmed in the rehearsal process. Audience feedback tasks Summative Assessment: Group performance	To develop as performers and directors leading to a final performance outcome for the C1 devising examination.	This builds on student's knowledge and understanding of devising drama. This builds towards student's being able to write, direct and create their own devised pieces. This provides an opportunity for collaboration between Art, Music, Dance, English and Humanities.	Group project Wider reading on theatre theorists - Drama Padlet GCSE Bitesize Edexcel Drama	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience

Year 11 Curriculum: Drama



	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
C3 - Designer, director and performer	Component 3- In this unit, your will build on your understanding of the set text & application to written exam questions. C3 - You will develop your portfolio log.	What is the impact of acting and design choices on an audience? UAE Link: Students will review live theatre in the UAE.	To explore physical and vocal skills of actors when staging scenes and key moments in the set text. To explore how design aspects can communicate social, historical and political context of the set text. To understand the demands of the exam questions in the written paper. To apply key terminology to written responses.	Through exploring exemplar material, teacher modeling and exam written practice. Assessment for Learning Drama portfolio Video logs Written exam practice Group discussions Self and peer assessment tasks. Summative Assessment: Final portfolio Written paper	To understand the demands of the written exam paper in drama.	This builds on text exploration in year 10 drama. This builds towards students understanding of the set text and how to respond to the written exam paper. This provides an opportunity for collaboration between English, Humantiles and Spcial & Moral education.	Create and perform drama. Director's toolkit cards Drama GCSE resource Padiet.	Critical thinking Creativity Collaboratio n Problem- solving Adaptability Inquiry Research Resilience
Term 2; C2 Monologues & Duologues	Component 2 - Texts in Practice - In this unit you will develop two performance extracts from a script for your practical performance for AQA.	How can I engage an audience and take them into the world of a character? UAE Link: Students will develop theatre for a UAE target audience.	To create an engaging and impactful character role for performance. To apply vocal and physical skills effectively in performance. To analyse and evaluate the performances of self and peers in the rehearsal process. To develop two engaging performance extracts from a play text.	Through exploring a range of rehearsal exercise to develop a role for performance. Assessment for Learning Video logs and drama journal Self and peer assessment Live audience feedback Summative Assessment Two performance extracts from a selected play-text.	To develop vocal and physical skills in performance leading to the exam performances.	This builds on performance skills from previous drama lessons. This builds towards students being able to engage an audience effectively in performance. This provides an opportunity for collaboration between English, Art, Design and Media.	Individual Project Drama Padiet Theatre resources Edexcel Bitesize resources	Critical thinking Creativity Collaboratio n Problem- solving Adaptability Inquiry Research Resilience
Term 3; C3 – Set text and live theatre review	In this unit, you will explore and respond to live theatre as a member of an audience in preparation for the C3 written exam. You will also develop your exam practice for the C3 exam	How can I analyse and evaluate all aspects of a live theatre performance? UAE Link: Students will explore the performing arts culture in the UAE & visit performance venues such as the Dubai Opera house.	To analyse and evaluate a range of live theatre performances. To apply key terminotogy and audience responses to a live theatre review. To explore how design aspects can communicate artistic intentions to an audience. To competently apply drama knowledge and understanding of the set text to exam guestions.	Through exploring live theatre in the UAE and on the Digital Theatre platform. Assessment for Learning Live theatre review practice notes Drama portfolios Practice questions Self, peer and teacher marking. Summative Assessment Full exam paper.	To develop analysis skills as an actor, director and designer for the C3 written exam.	This builds on prior analysis skills in year 10. This builds towards being able to respond in depth as an actor, director and designer. This provides an opportunity for collaboration between English and History.	Script writing and creating drama in a group project. Drama Padlet Digital Theatre Plus	Critical thinking Creativity Collaboratio n Problem- solving Adaptability Inquiry Research Resilience

Year 10 Success Criteria: Drama



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

Year 11 Success Criteria: Drama



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Devising Theatre A01	Offers basic and underdeveloped explanations of the creative intentions for the performance. Underdeveloped practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates tentative engagement with the process of collaboration, rehearsal and refinement. Limited and inconsistent use of drama terminology, which may not always be appropriate.	Offers adequate explanations of the creative intentions for the performance. • Some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates some adequate engagement with the process of collaboration, rehearsal and refinement. • Generally adequate use of drama terminology which is sometimes appropriate.	Offers coherent explanations of the creative intentions for the performance. • Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates clear engagement throughout the process of collaboration, rehearsal and refinement. • Coherent use of drama terminology, which is mostly appropriate.	Offers sustained explanations of the creative intentions for the performance. Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates secure engagement with the process of collaboration, rehearsal and refinement. Secure and consistent use of appropriate drama terminology.	Offers comprehensive explanations of the creative intentions for the performance. Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates confident engagement with the process of collaboration, rehearsal and refinement. Confident and accomplished use of appropriate drama terminology
Analysing and Evaluating Drama A04	Limited analysis and evaluation of personal contribution to the creation, development and refinement process. Limited analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. Under developed analysis and evaluation of individual performance/design skills demonstrated in the performance. Demonstrates limited ability to analyse and evaluate personal contribution and realisation of creative intentions within the performance.	Generally adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process. Generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language. Adequate analysis with basic evaluation of individual performance/design skills demonstrated in the performance. Demonstrates adequate ability to analyse and evaluate the realisation of creative intentions within the performance, however analysis does not always lead to evaluation.	Coherent and generally balanced analysis and evaluation of personal contribution to the creation, development and refinement process. Coherent and generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. Competent and generally balanced analysis and evaluation of individual performance/design skills demonstrated in the performance. Demonstrates clear ability to analyse and evaluate the realisation of creative intentions within the performance, with a general balance between analysis and evaluation.	Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process. Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance. Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.	Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process. • Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. • Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance. • Demonstrates accomplished comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.

Year 11 Success Criteria: Drama



Component 2 - Scripted

					NO. 10. 10. 10.
Perform in two extracts from a text.	Not secure in dialogue for both text extracts. Vocal skills are not developed and no understanding of how creative choices No vocal technical control Little to no physical skills applied to the performance. Lack of technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships.) Physical performance lacks variation and range.	Vocal skills are underdeveloped, demonstrating limited understanding of how creative choices communicate meaning to the audience. Vocal delivery is often inappropriate and inconsistent. Basic technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance lacks variation and range. Physical skills are underdeveloped, demonstrating limited understanding of how creative choices communicate meaning to the audience. Physical delivery is often inappropriate and inconsistent. Basic technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships.) Physical performance lacks variation and range.	Vocal skills are sound, demonstrating an adequate understanding of how creative choices communicate meaning to the audience. Vocal delivery is generally appropriate and consistent. Sound technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows general variation and range. Physical skills are sound, demonstrating an adequate understanding of how creative choices communicate meaning to the audience. Physical delivery is generally appropriate and consistent. Sound technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships) Physical performance shows general variation and range.	Vocal skills are secure, demonstrating an effective understanding of how creative choices communicate meaning to the audience. Vocal delivery is appropriate and consistent throughout. Secure technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows competent variation and range. Physical skills are secure, demonstrating an effective understanding of how creative choices communicate meaning to the audience. Physical delivery is appropriate and consistent throughout. Secure technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships) Physical performance shows competent variation	Vocal skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Vocal delivery is engaging and dynamic throughout. Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows comprehensive variation and range. Physical skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Physical delivery is engaging and dynamic throughout. Accomplished technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships.) Physical performance shows comprehensive variation and range.

English (Language and Literature)



Horizon International School's pupils are bright and able young people who possess 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

Year 10 Curriculum: English Language



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading	Learning Skills
Term 1: Creative Writing	This introduction to GCSE will allow you to explore and develop your creative writing skills and complete your 'Imaginative Writing' coursework.	How can we adopt our creative writing so that we can communicate effectively and imaginatively? UAE Link: Opportunity to use the Dubai landscape to inspire multiple narrative perspectives.	Explore a range of fictional short texts identify and apply a range of literary devices to our own writing Understand how structure can be used to influence the plot Explore how a range of punctuation can be used for effect Explore how ambitious vocabulary can be used at word, sentence and paragraph level Create an imaginative writing piece for coursework.	You will learn by analysing a range of short fictional texts and evaluating how the writer has effectively used descriptive writing. You will apply your understanding of language, form and structure through the completion of an extended creative writing piece. Formative Assessments: Mini quizzes, comparative paragraphs and class discussions. Semmative Assessment: 700 word "Imaginative Writing' coursework.	This piece of coursework will allow you to demonstrate your full potential within your creative writing skills. The completion of this coursework will also allow you to develop your written accuracy ahead of the transactional writing task in the examination.	This builds on your creative writing skills developed in KSI. This builds towards successfully completing your IGCSE English Language coursework.	https://padlet.com/kelliemonagha n/kid-inglish-thallinge-padlet- akmfisktna260hbca	Critical thinking Creativity Collaboration Exploration inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: IGCSE Anthology	You will explore the non-fiction texts of the GCSE anthology and the various thames presented within them, in preparation for the reading section of the Language exam.	How do writers use ilinguistic and structural devices to effect the reader within non-fiction texts? UAE Link: Opportunity to explore themes presented and evaluating how they are applicable to life in the UAE.	Explore a range of non-fiction texts within the English Language anthology Explore and evaluate how writers use a range of literary techniques Explore and evaluate the use of structural techniques Explore links and connections between writers' ideas and perspectives	You will learn by exploring and analysing all of the non-fiction texts within the anthology. You will demonstrate this understanding through the completion of PETAL paragraphs and examistyle responses. Formative Assessments: Mini quitzes, PETAL paragraphs, retrieval activities and class discussions. Summative Assessment: PETAL chain essay based on one non-fiction text.	The reading of high-quality, challenging non-fiction texts will allow you to develop your skills of interpretation and analysis. This will also help you prepare to respond to one unseen non-fiction text in the examination.	This builds on your knowledge of language analysis and PETAL responses in KS3. This builds towards successfully and confidently answering a range of reading questions within the examination.	https://pader.com/keillemonadra n/ks4-endish-shalense-sadish- atm64kha2109hcs	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3; Transactional Writing	This unit will allow you to develop the skills needed to effectively create a piece of transactional writing in preparation for the writing section of the Language exam.	How can we communicate effectively and imaginatively for specific audiences and purposes? UAE Link: Opportunity to explore a range of societal issues linked to the UAE.	Explore a range of transactional writing texts to imspire our own writing Explore how we can adapt our tone, form and structure for a specific audience and purpose Explore the effect of a range of linguistic and structural techniques Explore how a range of punctuation can be used for effect Explore how ambitious vocabulary can be used at word, sentence and paragraph level	You will use what you have learned about different test types in Term 2 to develop your own transactional writing. You and be given the opportunity to explore and practise a range of non-fiction writing techniques, planning and proofreading skills. Formative Assessments: Mini quizzes, class discussions, retrieval activities based on language techniques. Summative Assessment: A transactional article completed under timed conditions.	This unit will allow you to explore and understanding how writing can be adapted to achieve a specific purpose. You will eviuste how you can adapt your form, tone and register to persuade, inform or entertain the reader. This will help you prepare for the transactional writing task in Section B of the examination.	This builds on your transactional writing skills and written accuracy developed in KS3. This builds bowends successfully and confidently creating a transactional writing piece for your examination.	https://padlet.com/kelllemonagby n/ksd-english-challenge-padlet- ukmäsktna760hcs	Critical thinking Creativity Collaboration Exploration inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 10 Success Criteria: English Language



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
AO1 - Read and understand a	Basic selection of information/ideas	Some selection of valid information and ideas.	Clear and relevant selection of information, ideas	Detailed and persuasive selection of	Perceptive interpretation demonstrating a convincing
variety of texts, selecting and			and/or perspectives.	information, ideas and perspectives.	understanding of information, ideas and
interpreting information.	Limited use of quotations/textual references.	Some use of valid quotations/textual references.			perspectives.
ideas and perspectives			Clear and relevant use of supporting		The state of the s
rueas and perspectives	Limited understanding of information/ideas, likely	Some valid interpretation demonstrating a	quotations/textual references.		
	through retelling or paraphrasing.	developing understanding of information and	quotations textual references	Discriminating use of supporting	
		ideas.	Relevant interpretation demonstrating a clear	quotations and textual references	
		- Additional Control of the Control	understanding of information, ideas and/or	garantena ana tantan tantan ana	
l.		l .	perspectives.		
AO2 - Understand and	Basic identification and little understanding of the	Some understanding of and comment on language	Gear understanding and explanation of language	Thorough understanding and exploration	Perceptive understanding and analysis of language
analyse how writers use	language and/or structure used by writers to	and structure and how these are used by writers to	and structure and how these are used by writers to		and structure and how these are used by writers to
linguistic and structural	achieve effects.	achieve effects, including use of vocabulary.	achieve effects, including use of vocabulary and	are used by writers to achieve effects,	achieve effects, including use of vocabulary, sentence
devices to achieve their	and the second of the second of	manufacture of the second seco	sentence structure.	including use of vocabulary, sentence	structure and other language features.
effects	The use of references is limited.	The selection of references is valid, but not		structure and other language features.	
		developed.	The selection of references is appropriate and		The selection of references is discriminating and
			relevant to the points being made.	The selection of references is detailed,	clarifies the points being made.
			1.00	appropriate and fully supports the points	22 SS
				being made.	
AO3 - Explore links and	The response does not compare the texts.	The response considers obvious comparisons	The response considers a range of comparisons	The response considers a wide range of	The response considers a varied and comprehensive
connections between writers'	Andrew Alexander and the second and	between the texts.	between the texts.	comparisons between the texts.	range of comparisons between the texts.
ideas and perspectives, as	Limited/basic description of writers' ideas and	SERVICE CONTROL CONTRO	MARCH TO A TO THE STATE OF THE		UNAMEDIO DE UNICO DE CONTROL DE C
well as how these are	perspectives, including theme, language and/or	Some comment on writers' ideas and	Clear explanation of writers' ideas and	Thorough exploration of writers' ideas and	Perceptive analysis of writers' ideas and
	structure.	perspectives, including theme, language and/or	perspectives, including theme, language and/or	perspectives, including how theme,	perspectives, including how theme, language and/or
conveyed		structure.	structure.	language and/or structure are used across	structure are used across the texts.
	The use of references is limited.	aducture.	SU UCLUFE.	the texts.	So ucture are used across the texts.
	1775 444 35 14(5) 51454 35 37 11654	The selection of references is valid, but not	The selection of references is appropriate and	the texts.	References are balanced across both texts; they are
		developed.	relevant to the points being made.	References are balanced across both texts	discriminating and fully support the points being
		uevelopeu.	relevant to the points being made.	The state of the s	
AO4 - Communicate	Common planting is at a basis to ad any flashed in	Communication in a boundly assumed to com-	Commontants stocks	and fully support the points being made. Communicates successfully and	made, Communication is perceptive and subtle.
	Communication is at a basic level, and limited in	Communicates in a broadly appropriate way.	Communicates clearly.	The state of the s	Communication is perceptive and subbe.
effectively and imaginatively,	clarity.	Chause come arrow of the numbers and of the	Shaur a dear cases of purpose and	thoroughly.	Took to shook forward on museum and the
adapting form, tone and		Shows some grasp of the purpose and of the	Shows a clear sense of purpose and		Task is sharply focused on purpose and the
register of writing for specific	Limited awareness is shown of the purpose of the	expectations/ requirements of the intended	understanding of the expectations/requirements	A secure/thorough realisation of purpose	expectations/ requirements of the intended reader.
purposes and audiences	writing and the intended reader.	reader,	of the intended reader.	and the expectations/requirements of the	AND REAL PROPERTY OF THE PARTY
			7 3 4 56	intended reader.	Sophisticated use of form, tone and register.
	Limited awareness of form, tone and register.	Straightforward use of form, tone and register.	Appropriate use of form, tone and register.		
				Effective use of form, tone and register.	
AO5 - Write clearly, using a	Expresses information and ideas, with limited use	Expresses and orders information and ideas; uses	Develops and connects appropriate information	Manages information and ideas, with	Perceptively manipulates complex ideas, utilising a
range of vocabulary and	of structural and grammatical features.	paragraphs and a range of structural and	and ideas; structural and grammatical features and	structural and grammatical features used	range of structural and grammatical features to
sentence structures, with	G-150-100-100-100-100-100-100-100-100-100	grammatical features.	paragraphing make the meaning clear.	cohesively and deliberately across the text.	support coherence and cohesion.
appropriate paragraphing and	Uses basic vocabulary, often misspelt.	A CHARLEST AND AND AND			
accurate spelling, grammar		Uses some correctly spelt vocabulary, e.g. words	Uses a varied vocabulary and spells words	Uses a wide, thorough vocabulary with	Uses extensive vocabulary perceptively; rare spelling
and punctuation	Uses punctuation with basic control, creating	with regular patterns such as prefixes, suffixes,	containing irregular patterns correctly.	only occasional spelling errors.	errors do not detract from overall meaning.
	undeveloped, often repetitive, sentence	double consonants.		A Service of the Control of the Cont	and the second s
	structures.	NAME OF THE PARTY	Uses accurate and varied punctuation, adapting	Positions a range of punctuation for clarity,	Punctuates writing with accuracy to aid emphasis
	The state of the s	Uses punctuation with some control, creating a	sentence structures as appropriate.	managing sentence structures for	and precision, using a range of sentence structures
		range of sentence structures, including		deliberate effect.	accurately and selectively to achieve particular
L.		coordination and subordination.		Entra de Carlos	effects.
		A SOURCE OF THE PROPERTY OF TH			ST-ESH.

Year 11 Curriculum: English Language



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading	Learning Skills
Term 1: Poetry and Fiction	This unit will allow you to explore a range of poetry and prose in preparation to create an evaluative essay for your coursework.	How do writers of fictional texts use linguistic and structural devices for effect? UAE Link: Opportunity to explore the UAE provision for people of determination.	Explore how writers use language and structure to achieve their effects Explore a range of poetry and prose can identify the common ideas and themes within them Read and understand each of the 3 selected texts Understand how to effectively structure an analytical essay	You will apply the analytical skills you have learnt in Year 10 for the non-fiction texts and apply them to the poetry and prose we are exploring. Each text will allow you to explore a range of different thems and ideas, and futher your understanding of how writers use language and structure for effect. Formative Assessments: Mini quizzes, class discussions, retrieval activities based on language techniques. Summative Assessment: 1200 word analytical essay for coursework.	This unit will allow you to use what you have learnt in Year 10 about the writer's craft and apply it to fictional texts. You will develop your essay writing skills.	This builds on your analytical and inference skills built in KS3 ad Year 10. This builds towards successfully and confidently creating an analytical essay for your Poetry and Prose coursework.	https://ioadlet.com/kell emotashan/io4-english- challerue-pedlet- akmikktna2tt/hhts	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: Transactiona I Writing	This unit will allow you to develop and revisit the skills needed to effectively create a piece of transactional writing in preparation for the writing section of the Language exam.	How can we communicate effectively and imaginatively for specific audiences and purposes? UAE Link: Opportunity to use the Dubal landscape to inspire multiple narrative perspectives.	Explore a range of transactional writing texts to imspire our own writing Explore how we can adapt our tone, form and structure for a specific addience and purpose Explore the effect of a range of linguistic and structural techniques Explore how a range of punctuation can be used for effect Explore how ambitious vocabulary can be used at word, sentence and paragraph level	You will use what you have learned about different text types in Term 2 to develop your own transactional writing. You and be given the opportunity to revise, explore and practise a range of non-fiction writing techniques, planning and proofreading skills. Formative Assessments: Mini quizzes, class discussions, retrieval activities based on language techniques. Summative Assessment: PETAL chain essay based on one non-fiction text.	This unit will allow you to explore and understand how writing can be adapted to achieve a specific purpose. You will evaluate how you can adapt your form, tone and register to persuade, Inform or entertain the reader. This will help you prepare for the transactional writing task in Section 8 of the examination.	This builds are your transactional writing skills and written accuracy developed in KS3. This builds towards successfully and confidently creating a transactional writing piece for your examination.	https://padlet.com/kelli emoraphan/ks4-english- challenge-padlet- stmicktns2100hss	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Exam Preparation	This unit will give students the opportunity to practice and develop their exam skills, including revision and how to structure an effective response.	How can we prepare effective for success in our exams?	Consolidate all learning from Term 1 and Term 2 Apply learning through practice exam questions Evaluate personal performance through continuous response to feedback Create a range of examination style responses that demo	You will learn by independently revisiting all prior learning from Term 1 and Term 2. You will continue to demonstrate your understanding of the non-fictionn texts through class discussions, and practice responses. Formative Learning: Class discussions, individual analytical essays, practice transactional writing pieces. Summative Assessment: Final GCSE examination.	Independent revision and consolidation is a crucial skill to prepare for any examinations as well as any scenarios that requires preparation within the wider world. It is important for you to feel conflident and secure with your subject knowledge and your application of it within examination conditions.	This builds on all of the skills and content you have learnt during KS4. This builds towards completing your English Language GCSE.	https://cadlet.com/kell- emcnashan/ks4-enslish- challense-padlet- akm@disna276hhss	Critical shinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 11 Success Criteria: English Language



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

Year 10 Curriculum: English Literature



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading	Learning Skills
Term 1A: Poetry Cluster 1	This introduction to GCSE will explore a cluster of six poems connected by themes and ideas. You will begin to explore compartions between each of them and learn how to write a comparative analytical easily.	How do poets use language and structural devices to present their thoughts and feelings? UAE Link: Opportunity to explore a range of identities and cultures, including the UAE.	identify and analyse a range of poetic devices Evaluate the response on the reader Develop our personal response	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. Formative Assessments: Mini quizzes, comparative paragraphs and class discussions. Summative Assessment: Exam-style comparative essay.	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. Formative Assessments: Mini quizzes, comparative paragraphs and class discussions. Summative Assessment: Exam-style comparative essay.	This builds on your exploration of poetry from each term of KS3. This builds towards successfully completing your IGCSE Literature examination and your Year 10 mock.		Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 18 & 28: 'Macbeth' Coursework	You will learn how shallespeare crafts his famous play. Mocbeth' and explore how serboan connectual factors contribude to its recessing. You will then demonstrate the in an exhercise! analytical written piece of coursework.	How does William Shakespeare present Lady Macbeth in 'Macbeth'? UAE Link: Opportunity to explore the role of women in UAE society.	Explore a range of relevant contextual information. Read and understand the play Analyse a range key scenes Evaluate the character of Lady Macbeth	You will learn by reading, watching and performing aspects of 'Macbeth'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. Formative Assessments: Mini quizzes, extended PETAL paragraphs and class discussions. Summative Assessment: 1000 word coursework essay	You will learn by reading, watching and performing aspects of Macbeth. You will shere your ideas and understanding of the play through class discussions and debates then select your own ideas to create a place of independent coursework. Formative Assessments: Mini quizzes, extended PETAL paragraphs and class discussions. Summative Assessment: 3000 word coursework essay	This builds on your exploration Shakespeare during KS3 and your completion of a piece of analytical coursework earlier in the year. This builds towards your analysis of 'Of Mice and Men' next year where contextual analysis will be significant.	https://thedeepharezarde n.files.wordpress.com/201 9/12/macbeth-wider- reading-booklet.pdf Coursework – 1500 word essay about the character of Lady Macbeth	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 28: Poetry Cluster 2	You will explore the second cluster of five powers that are connected by themes and icines. You will committee to explore how they are similar and different and direct comparisons with cluster 1.	How do poets use language and structural devices to present relationships? UAE Link: Opportunity to explore links between Emirati and a range of cultural traditions	Explore a range of complex poems Analyse a range of poetic devices Evaluate the effect on the reader Compare how both poets present relationships	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. Formative Assessments: Mini quizces, comparative paragraphs and class discussions. Summative Assessment: Exam-style comparative essay.	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem. Formative Assessments: Mini quizzes, comperative paragraphs and class discussions. Summative Assessment: Exam-style comparative essay.	This builds on Term 1's cluster 1 analysis. This builds towards successfully completing your IGCSE Literature examination and your Year 10 mock.	The Marriage Portrait' by Maggle O'Farrel https://www.istor.org/stab le/42945830	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
'An Inspector Calls' Coursewor k	You will learn how JB Pricettley crafts his famous play 'An inspector Cals' to present the thorse of responsibility. You will then learn how to demonstrate this in an extended analysical written piece of counterwork.	How does JB Priestley present inequality in 'An Inspector Calls'? UAE Unk: Opportunity to explore the theme of responsibility in relation to the UAE.	Explore a range of relevant contextual information. Read and understand the play Analyse a range of characters and key themes Evaluate the theme of inequality in the play	You will learn by reading, watching and performing aspects of 'An Inspector Calls'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. Formative Assessments: Mini quizzes, extended PETAL paragraphs and class discussions. Summative Assessment: 1000 word coursework essay.	You will learn by reading, watching and performing aspects of 'An Inspector Calls'. You will share your ideas and understanding of the play through class discussions and debates then select your own ideas to create a piece of independent coursework. Formative Assessments: Mini quizzes, iotended PETAL paragraphs and class discussions. Summative Assessment: 1000 word coursework essay.	This builds on your exploration of responsibility during KS3. This builds towards successfully completing your second piece of coursework on Shakespeare's 'Macbeth'.	https://www.douelaswise. co.uk/british-library-essay- extracts-inspector-calls/ https://www.aninspector- alls.com/media/files/Ani%2 Oinspector%20Calls%20Res ource%20Pack.pdf Coursework – 1500 word essay about the theme of inequality	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 10 Success Criteria: English Literature



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
AO1	Limited knowledge and understanding of texts.	Some knowledge and understanding of the text.	Sound knowledge and understanding of the text.	Thorough knowledge and understanding of the text.	Assured knowledge and understanding of the text.
Demonstrate a close knowledge and understanding of texts, maintaining a critical	Expression is simple with little evidence of personal engagement or critical style.	Largely narrative writing with some evidence of personal engagement or critical style.	Writing shows relevant personal engagement and an appropriate critical style.	Writing shows thorough personal engagement and a sustained critical style.	Writing shows assured personal engagement and a perceptive critical style.
style and presenting an informed personal engagement	Limited use of relevant examples in support.	en leet op 100 met 100	Use of clearly relevant examples in support.	Use of fully relevant examples in support.	Discriminating use of relevant examples in support.
AO2 Analyse the language, form and structure used by a writer to create meanings and effects	Simple and minimal identification of language, form and structure used by the writer. Limited use of relevant examples to support the response.	Largely descriptive response, with some comment on the language, form and structure used by the writer. Some use of relevant examples to support the response.	Shows an understanding of the range of language, form and structure used by the writer and links these to their effect on the reader. Use of clearly relevant examples to support the response.	Focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained. Use of fully relevant examples to support the response.	Cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader. Discriminating use of relevant examples to support the response
AO3 Explore links and connections between texts	Limited or no comparison of texts.	Some underdeveloped comparisons and contrasts presented, with obvious similarities and/or differences between texts.	Compares and contrasts a range of points and considers some similarities and/or differences between texts.	Compares and contrasts the poems effectively, considering a wide range of similarities and/or differences between texts.	Compares and contrasts the poems perceptively with a varied and comprehensive range of similarities and/or differences between texts.
AO4 Show understanding of the relationships between texts and the contexts in which they were written	Limited knowledge or comment on relationship between texts and relevant contexts.	Some comment on the relationship between text and contexts.	Relevant comment on the relationship between text and context.	Detailed awareness of the relationship between text and contexts.	Understanding of the relationship between text and context is integrated convincingly into the response.

Year 11 Curriculum: English Literature



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
Term 1: OMAM and Unseen Poetry	This unit will focus out Prose text for the exam: John Steinbecks' 'Of Mice and Men'. We will also begin to explore a range of Unseen Poety.	How can literature reflect societal issues in different time periods? UAE Link: Opportunity to explore how the UAE embraces diversity.	Explore the relevant context Analyse a range of key themes Analyse the presentation of a range of characters Link contexts, themes and plot events Identify and analyse a range of poetic devices Evaluate the response on the reader Develop our personal response	Through a variety of problem-solving tasks and programming exercises Assessment of Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: exam style questions This assessment will assess how effectively students have developed their understanding of the topic against iGCSE grade descriptors and AO's	Paper 1, Section C and A For OMAM's you will learn by exploring a range of contextual factors that impacts a text and read the text in full, focusing on how key characters and themes link to elements of context, For poetry, you will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem.	This builds on your exploration of poetry from each term of KS3. This builds towards successfully completing your IGCSE Literature examination and your Year 10 mock.	https://padiet.com/kelliemona ghan/ks4-english-challenge- padiet-akm6vktna2t0hhcs	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2; Poetry	This unit will focus on the remaining anthology poems as well as structuring a comparison response in preparation for the exam.	How do different poets present similar ideas in poetry? UAE Link: Opportunity to explore how the UAE is presented in past and present.	Explore a range of complex poems Analyse a range of poetic devices Evaluate the effect on the reader Compare how both poets present relationships	Through practical exercises that involve writing code in the Python programming language Assessment of Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: exam style questions This assessment will assess how effectively students have developed their understanding of the topic against IGCSE grade descriptors and AO's	You will learn by analysing various poems through collaborative and independent annotations. You will demonstrate your understanding of each poem through challenging class discussions, PETAL paragraphs and making effective links between each poem.	This builds on your exploration of poetry from each term of KS3. This builds towards successfully completing your IGCSE Literature examination and your Year 10 mack.	https://padlet.com/kellemona ghan/ks4-english-challenge- padlet-akm6xktna280hhcs	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Exam Preparat ion	This unit will give students the opportunity to practice and develop their exam skills, including revision and how to structure an effective response	How can we prepare effective for success in our exams?	Consolidate all learning from Term 1 and Term 2 Apply learning through practice exam questions Evaluate personal performance through continuous response to feedback Create a range of examination style responses that demonstrate depth of understanding and analysis	Through exploring different methods of data representation and applying these skills in programming tasks Assessment of Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: exam style questions This assessment will assess how effectively students have developed their understanding of the topic against IGCSE grade descriptors and AO's	Independent revision and consolidation is a crucial skill to prepare for any examinations as well as any scenarios that requires preparation within the wider world, it is important for you to feel confident and secure with your subject knowledge and your application of it within examination conditions.	This builds on all of the skills and content you have learnt during KS4. This builds towards completing your English Literature GCSE.	https://padlet.com/kelliemona ghan/ks4-english-challenge- padlet-skm6uktna2t0hhcs	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 11 Success Criteria: English Literature



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

Geography



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 geography links to case studies from across the globe whilst embedding core geographical skills to prepare students for their IGCSE/ A-Level. 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 weather 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 considers 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.

Year 10 Curriculum: Geography



	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
<u>Term 1:</u> Coastal Environments	This unit covers how the coast is shapes, used and how it can be protected.	How are coastlines used, shaped and protected around the world? <u>UAE Link:</u> Throughout we will look at how the UAE coast is shaped, the presence of coastal management and how the GNI has influenced the country's ability to protect the coast.	2.1 To explain how physical processes and human intervention give rise to characteristic coastal landforms. 2.2 To describe the ecosystems that develop along coastline and describe their characteristics 2.3 To explain the importance of coastal environments and how they can be sustainably managed.	Through exploring: Labelled diagrams to break down processes, coastal case studies, a range of figures and images, practicing IGCSE questions. Assessment for Learning: Verbal tennis, debates, think with your feet, Pearson mark scheme to inform self assessment. Summative Assessment: An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	To understand how the physical and human world interact and how this creates opportunities and challenges. As the UAE's population is concentrated on the coast this unit is relevant to their lives, and there are lots of job opportunities available in this field.	This builds on coastal units taught in key stage 3 as well as keywords taught and embedded. This builds towards an indepth knowledge of human and physical geographical interactions. This provides on opportunity for collaboration between Business, History and ICT.	Create an opening statement for a debate showing the need for either conservation of development along the coast. Find place specific examples of various landforms along the coast Undertake coastal FW	Debating Creativity Collaboration Problem solving Adaptability Evaluating Research Habitat Mapping
Term 2: Bural Environments.	This unit explains how rural environmen ts have changed over time, how they supply humans with products and how they can be protected.	Have humans had a positive or negative impact on rural environments? UAE Link: The UAE is home to rural environments, has varying farming practices and it constantly evolving. This will be used allongside other countries with a larger population to build a case study of a developed nation.	5.1 To explain the characteristics of rural environments and how they have been exploited by humans 5.2 To compare and contrast rural environments physical, social and economic characteristics and how they change over time. 5.3 To explain how rural environments should adapt to be socially, economically and environmentally sustainable.	Through exploring case studies of the UK, China and Kenya through independent work and group work. Watching videos to show new farming practices and looking at economic data to show benefits of diversifying. Assessment for Learning: Post It note plenaries, 3-2-1 pyramids, mini whiteboard, peer created quizzes, self and peer assessment. Summative Assessment: An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	To gain insight into rural environments, how they have changed and why they need protecting in the future. Natural ecosystems are being destroyed at rapid rates, but companies now must limit the damage caused and learn how to manage environmental impacts whilst still gaining profit. This topic gives an insight into this global issue.	This builds on the urban environment's unit taught in year 9 so pupils can now compare and contrast. This builds towords an understanding of global farming practices and how they are becoming more sustainable. This provides on opportunity for collaboration between Moral and Science.	Analysing maps to describe the patterns and distributions of global biomes Design a next step plan for developed and developing rural environments to become more sustainable and overcome their SEE challenges.	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience Map Skills Graph skills
Term 2 Nazardous Environments.	This explains why natural hazards occurs, their impacts and how we can prevent the impacts.	Can humans ever be fully prepared for natural hazards? <u>UAE Link:</u> The UAE doesn't experience many dangerous natural hazards; pupils will learn why. The UAE's development data will be used for pupils to draw a meaningful comparison.	3.1 To explain why certain areas are more hazardous than others. 3.2 To explain how hazards have an impact on people and the environment. 3.3 To explain how the impacts of earthquakes can be managed.	Through creating labelled diagrams to illustrate processes, through looking at how countries have been impacted by natural hazards through news articles and documentaries and using their development plans to determine protection steps. Assessment for learning: Quick quiz recall, verbal tennis, complete the drawing, match the image, peer and self assessment. Summative Assessment: An assessment made up of Peerson past exam questions on this unit to show a pupils understanding.	Every year lots of lives are lost to natural hazards and we are seeing an increase in frequency due to the changing climate and therefore it is even more important people are made aware of the vulnerable areas and how countries can protect themselves.	This builds on the tectonic hazard's unit taught in year 7. This builds towards understanding scientific terminology helping with both Geography and Science GCSE's. This provides an opportunity for collaboration Science and History.	Analysing news articles to compare different natural hazard events To design an earthquake proof building using knowledge obtained in class.	Analysis Creativity Resilience Critical thinking Research

Year 10 Curriculum: Geography



	What Will I Learn? Big L	Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 3: Fragile Ecosystems and Environments	how ecosystems are becoming more fragile due to threats such as desertification and climate change. It looks at human and natural causes of climate change and potential mitigation strategies.	How are fragile ecosystems being hreatened and is it reversable? Link: The UAE is home igile ecosystems that ulnerable to rtification. Links will be e to this throughout as as suggesting how the tackle the issues. They also hosted major inability events which be referred to.	 7.1 To explain why fragile ecosystems are under threat from desertification, deforestation and climate change. 7.2 To explain the various impacts of desertification, deforestation and climate change on fragile environments. 7.3 To explain the responses to desertification, deforestation and climate change and how they vary based on a countries development. 	Through using geographical models to explain interrelations within nature systems, to use case studies from around the world, through debates and research for contemporary statistics. Assessment for Learning: Self and peer assessment of 12 markers, quick recall quizzes, think-pair-share, post it not plenary, ABC debates. Summative Assessment: An assessment made up of Pearson past exam questions on this unit to show a pupils understanding. This will feature a 12-mark question pupils will prepare for.	To be familiar with how the world is changing and behaviors that can be put in place to try and combat challenges facing fragile ecosystems and environments. It also helps students build an understanding of scientific writing through extended questions worth 12-marks.	This builds on their knowledge of place in the UAE and prior knowledge on environmental challenges. This builds towards understanding how to structure and answer 12-mark questions on this unit. This provides on opportunity for collaboration between Business and Science.	Look at place specific examples such as the Sahel, Miami and the amazon rainforest to gather contemporary data on global issues. Further reading on specific case studies are available on teams. Documentary recommendations on Teams.	Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resillence Empathy

Year 10 Success Criteria: Geography



Coastal Environments

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

Year 10 Success Criteria: Geography



Rural Environments

Success Criteria	Working Balow (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
5.1 To explain the characteristics of rural environments and how they have been exploited by humans	Can name global biomes Can suggest goods and services humans get from the natural environment Understand how humans farm for food, but limited understanding of the different types and how this links to rural land change.	Can give the location of a few global biomes and basic characteristics Can provide a few examples of goods and services provided to humans use he natural world. Can explain how humans use rural environments to obtain food.	Can describe distributions and characteristics of the world's biomes. Can give examples of goods and services provided for people by natural ecosystems. Can explain how humans use, modify and change ecosystems and rural environments to obtain food through different farming systems.	Can clearly describe the distribution and characteristics of world blomes and suggest reasons for their location. Can explain how and what goods are provided to humans from the natural environment. Can explain how humans have developed a variety of farming practices on rural land using keywords and categories.	Can accurately describe distributions of world blomes and use climate knowledge to explain why this is the case considering factors such as proximity to the equator and the GAC Can explain how and what goods and services are provided to people by the natural environment using PSI Can explain how humans have developed different farming practices on rural land, categorising farming type accurately and linking to status of economic development.
5.2 To compare and contrast rural environments physical, social and economic characteristics and how they change over time.	Limited recognition of the characteristics of global biomes Basic understanding of how factors cause rural change.	Can recall characteristics of rural environments such as population Can explain the factors that lead to rural change.	Can describe characteristics of a rural environment, such as landscape, climate, population Can use a named example to explain the factors leading to rural change in a developed country and developing country	Can explain the human and physical characteristics of rural environments and suggest reasons for the variations between biomes. Can explain the factors leading to rural change in a developed and developing country using population and job sector statistics to support your written work.	Can explain the human and physical characteristics of rural environments and predict how it is likely to change across the world. Can explain the factors leading to rural change in a developed and developing country linking to models such as counter-urbanisation and uses local examples to support written work.
5.3 To explain how rural environments should adapt to be socially, economically and environmentally sustainable.	To list different farmining practices, limited understanding to how this generates varying income streams. Understanding of sustainability with limited recalls of how rural environments can become more sustainable. Can recall different stakeholders involved in support rural environments.	To describe how different farmining practices can be used to increase income To suggest ways in which rural environments can be more sustainable To describe the different groups who support rural environments in overcoming their SEE challenges.	To explain how farming can be adapted to generate new sources of income To describe a range of possible factors aimed at making rural life more sustainable To explain the roles of different stakeholders in managing the SEE challenges within a chosen rural environment.	To explain the strategies used to diversify farming in rural areas to generate new income To explain the strategies aiming to make rural life more sustainable. To evaluate the role of different stakeholders in managing the SEE challenges within a chosen rural environment.	To evaluate the strategies used to diversify farming in rural areas to generate new income To evaluate the strategies aiming to make rural life more sustainable. To evaluate the role of different stakeholders in managing the SEE challenges within a chosen rural environment. To consider if different stakeholders have varying influence in developing versus developed countries.

Year 10 Success Criteria: Geography



Hazardous Environments

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
3.1 To explain why certain areas are more hazardous than others.	Can describe where some natural hazards occur and suggest how to measure them. Limited understanding of the causes of tropical storms Limited understanding of the causes of earthquakes and volcanic hazards.	Can describe the characteristics and distribution of different natural hazards. Can suggest ways in which they can be measured. Can describe the causes of tropical cyclones using basic terminology Can explain the causes of earthquake and volcanic hazards using basic information about plate boundaries.	To describe the characteristics, distribution and measurement of different natural hazards including tropical cyclones, earthquakes and volcanoes. To explain the causes of tropical cyclone hazards including temperature. To explain the causes of volcanic and earthquake hazards including the role of plate boundaries.	To describe the characteristics, distribution and measurement of different natural hazards including tropical cyclones, earthquakes and volcanoes. To explain the causes of tropical cyclone hazards including temperature and air pressure using keywords. To explain the causes of volcanic and earthquake hazards including the role of plate boundaries and hot spots.	To describe the characteristics, distribution and measurement of different natural hazards including tropical cyclones, earthquakes and volcanoes. To explain the causes of tropical cyclone hazards including temperature, air pressure wind shear and Coriolis effect. Is able to link to the GAC model. To explain the causes of volcanic and earthquake hazards including the role of plate boundaries, hot spots and can name specific examples.
3.2 To explain how hazards have an impact on people and the environment	Limited understanding of why people choose to live in hazardous areas. Can give basic reasons of why some countries are impacted by natural hazards and some aren't. Can list impacts of natural hazards.	To suggest reasons why people still live in hazardous areas. To give reasons why some countries are more vulnerable to natural hazards than others. To describe the impacts of natural hazards using case studies.	To explain why people continue to live in hazardous areas To explain why some countries are more vulnerable than others to the impacts of natural hazards To explain the long-term and short-term impacts of an earthquake, volcanic eruption and tropical storm supported by case studies.	To create a balanced arguments including the opportunities and challenges of living in hazardous areas. To use development, population and climatic data to explain why some countries are more vulnerable to natural hazards. To use case studies to explain the long and short-term impacts of natural hazards, categorising accurately into SEE.	To evaluate the opportunities and challenges of living in hazardous area and create a balanced argument supported by real life examples. To explain why some countries are more vulnerable to natural hazards than others using research to collect contemporary data including both human and physical factors. To use case studies to show the varying long and short-term impacts of earthquakes, considering the similarities and differences and making an overall comparison about where the impacts are worst.
3.3 To explain how the impacts of earthquakes can be managed	Limited understanding of how a country manages earthquakes Basic recall of responses but unable to categorise into short-term and long-term responses.	To suggest ways countries can prepare for earthquakes To describe short-term responses To describe long-term responses	To explain how countries can prepare for earthquakes To explain he short-term responses and relief for earthquakes To explain the long-term planning used to reduce the impacts of earthquakes.	To explain how countries can prepare for earthquakes listing strengths and weaknesses of each method. To explain the short-term responses and relief for earthquakes, explaining why this is needed and how it reduces the impacts in developing and developed countries. To explain the long-term responses for earthquakes, explaining why this is needed and how it reduces the impacts in developing and developed countries.	To evaluate the methods used to prepare for earthquakes, considering their cost, availability, effectiveness and can select appropriate methods for specific countries. To explain the short-term responses and relief for earthquakes, explaining why this is needed and how it reduces the impacts in developing and developed countries. To explain the long-term responses for earthquakes, explaining why this is needed and how it reduces the impacts in developing and developed countries.

Year 11 Curriculum: Geography



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Urban Environments	This unit will cover how rural to urban migration creates opportunities and challenges and frow these can be tackled across the world.	Does rural to urban migration have a positive or negative impact on the migrant? UAE Link: The UAE is a migration hotspot with people living in the cities. We will look at the push and pull factors and the impacts of migration on the UAE when learning core concepts.	Color of the strategies that are used to combat the challenges of urban growth in a sustainable manner. Color of the global population live in urban areas. Color of the social, economic and environmental challenges of rapid urban growth Color of the strategies that are used to combat the challenges of urban growth in a sustainable manner.	Through exploring numerical data, figures and images and a range of independent work and groupwork tasks. Assessment for Learning: Mini whiteboards, starter quizzes, RAG the spec, peer and self assessment. Summative Assessment: An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	To understand the complex human geography processes which occur in cities. To draw comparisons to the rural environment's unit taught in year 10. To consider the positive and negatives rural to urban migration as this could influence future decisions.	This builds on the rural environment's unit taught in year 10. This builds towards an in-depth knowledge of global migration patterns and the impacts of the movement of people. This provides an opportunity for collaboration between UAE social studies and English.	Design graphs and figures to represent the changes in urbanisation over time. Create a strategy plan for countries and stakeholder to use to tackle the issues of urbanisation. Further reading on specific case studies are available on teams. Documentary recommendations on Teams.	Critical thinking Collaboration Drawing Graphs Adaptability Inquiry Research Empathy Data Analysis Figure interpretation
Term 2: Heldwork Skills.	This unit will cover how to interpret qualitative and quantitative data to approve or disprove hypothesis based on the pupil's fieldwork data.	What information can we learn outside of the classroom through geographical investigation? UAE Link: All of the data collected and analysed is specific to the coastal and urban environments of the UAE. Throughout the term, conversations will be focused on the processes occurring in the UAE.	To explain how quantitative data can be used to investigate coastal and urban environments. To explain how qualitative data can be used to investigate coastal and urban environments. To analyse the findings of geographical fieldwork.	Through exploring fieldwork data, methodologies, creating graphs to analyze data and groupwork to evaluate the field study. Assessment for Learning: Self and peer assessment, true or false quizzes, model answers, marking against success criteria's. Summative Assessment: An assessment made up of Pearson past exam questions on this unit to show a pupils understanding.	To gain insight into how geographers gather data on place specific processes. To learn geographical skills outside the classroom that can be applied to a variety of jobs and subjects. To link fieldwork analysis to scientific experiments and abilities to reject and accept hypothesis.	This builds on knowledge of experiments developed in science and the year 10 fieldwork trip. This builds towards critical thinking towards quantitative and qualitative data This provides an appartunity for collaboration between Geography and Science.	Analyse primary and secondary data sources to find trends in the fieldwork investigation. Design a variety of figures to present the results.	Critical thinking Analysis Collaboration Inquiry Research Resilience Field Skills Evaluative skills Graphical skills Cartographic skills
Term 3: Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and revision	Exam Preparation and cevision

Year 11 Success Criteria: Geography



Urban Environments

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

Year 11 Success Criteria: Geography



Fieldwork

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To explain how quantitative data can be used to investigate coastal and urban environments.	Limited ability to describe methods used to collect quantitative data and little understanding of what the results show.	Can describe methods used to collect fieldwork data and briefly describe the findings.	To describe the methods and the results of a variety of quantitative methods for human and physical geography fieldwork.	To explain in detail the methods used to collect quantitative fieldwork data and describe the results using statistical trends and patterns.	To justify the methods used to collect quantitative data and analyse the findings highlighting significant trends, anomalies and approving or disproving a hypothesis.
To explain how qualitative data can be used to investigate coastal and urban environments.	Limited ability to describe methods used to collect qualitative data and little understanding of what the results show.	Can describe methods used to collect fieldwork data and briefly describe the findings.	To describe the methods and the results of a variety of qualitative methods for human and physical geography fieldwork.	To explain in detail the methods used to collect qualitative fieldwork data and describe the results using statistical trends and patterns.	To justify the methods used to collect qualitative data and analyse the findings highlighting significant trends, anomalies and approving or disproving a hypothesis.
To analyse the findings of geographical fieldwork	Limited ability to describe the findings of the fieldwork or present the data in a clear and informative way.	Can describe the results of the fieldwork and present the data in more than one format.	Can analyse the results of the fieldwork and present the findings using appropriate media.	Can analyse the results of the fieldwork and present the findings using appropriate media. Can undertake statistical skills such as means, medians and line of best fit to find trends.	Can analyse the results of the fieldwork and present the findings using appropriate media. Can undertake statistical skills such as means, medians and line of best fit to find trends. Will consider conflict resolution skills for the views of the stakeholders.
To evaluate the findings of geographical fieldwork.	Limited ability to describe the accuracy of the fieldwork data.	Can describe weaknesses in the fieldwork data.	Can review the fieldwork data and suggest the accuracy of the findings.	Can accurately review the findings of the fieldwork reviewing the data and evaluating how accurate they are and whether they are suitable to answer the hypothesis.	Can accurately review the findings of the fieldwork reviewing the data and evaluating how accurate they are and whether they are suitable to answer the hypothesis. Can suggest the limitations of this study and suggest future modifications to improve the accuracy of the study.

History



Horizon International School's pupils are bright and able young people who are enthusiastic and a have keen interest in History. 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

Year 10 Curriculum: History



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Germany: Development of Dictatorable 1918 - 45	The Establishment of the Weimar Republic and its early problems The recover of Germany 1924 – 29 The rise of Hitler and the Nazis to January 1933 – 39 Germany and the occupied territories during the Second World War	How and why did Germany change from a denoracy to a dictatorship between 1918 – 1945? UAE Links, Reflection on how governments maintain legitimacy.	Explain the fall of the Kaiser and the events of the German Revolution, 1918–19. Evaluate the strengths and weaknesses of the Welmar Constitution (e.g., proportional representation, Article 48, Bill of Rights). Describe German reactions to the Treaty of Versailles, including political, economic, and public sentiment. Analyse the early crises facing Welman Spartacist uprising, Kapp Putsch, and Ruhr occupation. Understand the causes, scale, and consequences of hyperinflation, especially its social and political impacts. Recognize later developments under the Nazis, including use of propaganda, social/racial policies, and responses to life under dictatorship	Assessment for Learning: Concept maps, exit tickets, think pair and share, silent debates, marking model answers, cause and consequence maps, source analysis, mini point evidence explain answers, historical twitter profile. Summative Assessment: Students will complete GCSE exam questions for 6, 8 and 16 markers throughout the study of Development of Dictatorship in line with the Paper 1 Depth Studies Edexcel IGCSE. At the end of the unit students will sit an exam in timed conditions.	By examining political, economic, and social factors—such as the impact of World War I, the Treaty of Versailles, the Great Depression, and Nazi propaganda—students gain insight into how authoritarian regimes gain power and control. The topic also highlights the consequences of dictatorship for different groups in society, helping students develop critical thinking, empathy, and an understanding of the dangers of extremism, prejudice, and political instability.	This builds on work completed in Year 9 on the causes of World War One. This builds towards a comprehensive understanding of the key reasons Hilter came to power.	The Third Reich, Rise and Fall of the Nazis by Martyn Whittock The Man in the High Castle by Phillip Dick Anne Frank's Diary Auslander by Paul Dowsell	Critical thinking Historical enquiry Source analysis Chronological understanding Change and continuity Source evaluation Using evidence Communication
Term 2: The French Revolution 1780 – 99.	The origins of the Revolution c1780 – 87 Short term causes of the Revolution: from Assembly of Notables to Estates General 1787 – 89 Developments 1789 – 92 Convention and Terror 1792 – 94 Directory and First Consul – the fall of Robespierre to the rise of Napoleon 1794 – 93	How did the French people go from demanding reform to executing their king?	Explain the long-term causes of the French Revolution, including Enlightenment ideas, France's debts from the American War of ladependence, the structure of the Estates, and flocal crises. Describe and assess the short-term causes that led to the outbreak of revolution, such as the actions of Calonne and Brienne, and the events of 1789 [Estates-General, Bastille, National Assembly formation]. Analyse the transformation from monarchy to republic during 1789-92, including reforme, political factions' roles, the impact of war, and the collapse of royal authority. Outline the workings and effects of the National Convention and Terror, highlighting the role of Robespierre and revolutionary justice. Evaluate the final phase of the Revolution from the Thermidorian Reaction through the Directory, culminating in Napoleon's ascension as First Consul.	Assessment for Learning: Definition sorting, source analysis practice, key word match, definition sorting, timeline activities, retrieval practice, role plays, hot seating, concept maps, key word match, exit tickets. Summative Assessment: Students will complete GCSE exam questions for 6, 8 and 16 markers throughout the study of the French Revolution in line with the Paper 1. Depth Studies Edexcel IGCSE. At the end of the unit students will sit an exam in timed conditions.	By examining how and why the revolution unfolded, students learn about the struggle for liberty, equality, and democracy, and how these ideals can be both achieved and betrayed. The topic helps students think critically about change, power, and the consequences of political violence, while drawing connections to modern movements for rights and justice.	This builds on skills learned for answering IGCSE questions in the Depth Studies paper. This builds towards a good understanding of the impact of the French Revolution on monarchs of the future.	The French Revolution: A Very Short Introduction by William Doyle The French Revolution: A History by Thomas Carlyle A People's History of the French Revolution by Eric Hazan The Oxford History of the French Revolution by William Doyle	Interpretation Chronology Argumentation Source analysis Communication Critical thinking Using evidence Historical enquiry
Term 3: The USA, 1918 - 41	The Roaring Twenties Increased social tensions in the 1920s The USA in Depression 1929 – 33 Roosevelt and the New Deal 1933 – 41 The Opposition to the New Deal	How did the USA go from boom to bust and back again between 1918 and 1941? UAE link: How economic booms can bring opportunity.	Explain why America experienced an economic boom after the First World War Describe the impact of the Great Depression on American society and economy Outline the Second New Deal and initiatives like rural electrification Evaluate the achievements and limitations of the New Deal, considering diverse viewpoint	Assessment for Learning: Source analysis, mini point evidence explain answers, cause and consequence maps, silent debate, think pair and share, definition sorting, timeline activities, retrieval practice. Summative Assessment: Students will complete GCSE exam questions for 6, 8 and 16 markers throughout the study of the USA 1918 – 41 in line with the Paper 2 Breadth Studies Edexcel KGCSE. At the end of the unit students will sit an exam in timed conditions.	By studying this topic, students gain insight into the causes of economic crises, the struggles for equality and rights, and how societies respond to hardship and change—issues that remain relevant today.	This builds further on students understanding of the same time period as their first unit but from another perspective. This builds towards on their understanding of the question structure	The Coming of the New Deal by Arthur Schlesinger Jr. The Great Depression: A Diary by Benjamin Roth A Rabble of Dead Money by Charles R. Morris	Source analysis Evaluation of primary and secondary sources interpretation Chronological understanding Historical enquiry Communication

Year 11 Curriculum: History



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Germann: Development of Ofcatarahia 1918 - 45	The Establishment of the Weimar Republic and its early problems The recover of Germany 1924 – 29 The rise of Hitler and the Nazis to January 1933 Nazi Germany 1933 – 39 Germany and the occupied territories during the Second World War	How and why did Germany change from a democracy to a dictatorship between 1918 – 1945? UAE Link:. Reflection on how governments maintain legitimacy	Explain the fall of the Kaiser and the events of the German Revolution, 1918–19. Evaluate the strengths and weaknesses of the Weimar Constitution (e.g., proportional representation, Article 48, Bitl of Rights). Describe German reactions to the Treaty of Versailles, including political, economic, and public santiment. Analyse the early crises facing Weiman: Spartacist uprising, Kapp Putsch, and Ruhr occupation. Understand the causes, scale, and consequences of hyperinflation, especially its social and political impacts. Recognize later developments under the Nasts, including use of propaganda, social/racial policies, and responses to life under dictatorship	Assessment for Learning: Concept maps, exit tickets, think pair and share, silent debates, marking model answers, cause and consequence maps, source analysis, mini point evidence explain answers, historical twitter profile. Summative Assessment: Students will complete GCSE exam questions for 6, 8 and 16 markers throughout the study of Development of Dictatorship in line with the Paper 1 Depth Studies Edexcel IGCSE. At the end of the unit students will sit an exam in timed conditions.	By examining political, economic, and social factors—such as the impact of World War I, the Treaty of Versailles, the Great Depression, and Nazi propaganda—students gain insight into how authoritarian regimes gain power and control. The topic also highlights the consequences of dictatorship for different groups in society, helping students develop critical thinking, empathy, and an understanding of the dangers of extremism, prejudice, and political instability.	This builds on work completed in Year 9 on the causes of World War One. This builds towards a comprehensive understanding of the key reasons Hilter came to power.	The Third Reich, Rise and Fall of the Nazis by Martyn Whitlock The Man in the High Castle by Phillip Dick Anne Frank's Diary Auslander by Paul Dowsell	Critical thinking Historical enquiry Source analysis Chronological understanding Change and continuity Source evaluation Using evidence Communication
Term 2: Elizabeth	Explore the challenges Elizabeth I faced as a young queen, from threats to her throne to religious divisions and foreign enemies. Investigate how Elizabeth controlled her court, dealt with plots and responded to the Spanish Armada, shaping the future of England during a golden age.	How did Elizabeth I maintain power in a time of plots, pressure and prejudice? UAE link: Ovnasty	Understand the long-term causes, including Enlightenment ideas, the American War debt, the Estates system, and fiscal crises. Summarise the short-term triggers like Calonne, Brienne, and the events of 1789 (Estates-General, Bastille, National Assembly). Explore the shift from monarchy to republic (1789–92), focusing on reforms, political factions, war, and royal collapse. Examine the National Convention and Reign of Terror, including Robespierre and revolutionary justice. Evaluate the final phase: Thermidor, the Directory, and Napoleon's rise to First Consul in 1799.	Assessment for Learning Definition sorting, source analysis practice, key word match, definition sorting, timeline activities, retrieval practice, role plays, hot seating, concept maps, key word match, exit tickets. Summative Assessment: Students will complete GCSE exam questions for 6, 8 and 16 markers throughout the study of the French Revolution in line with the Paper 1 Depth Studies Edexcel GCSE. At the end of the unit students will sit an exam in timed conditions.	By exploring Elizabeth I's reign, students learn how power was exercised and challenged in a time of religious tension, plots, and international threats. The topic encourages critical thinking about leadership, gender, and authority, while drawing links to wider themes of control, image, and the shaping of national identity.	This topic develops key skills needed for success in the IGCSE Depth Studies paper, particularly in analysing causes, consequences, and historical significance. It also builds understanding of how the French Revolution shaped ideas about monarchy, power, and revolution across Europe in the years that followed.	Elizabeth I: A Study in Power and Intellect by Helen Castor Elizabeth's Wars: War, Government and Society in Tudor England 1544–1604 by Paul Hammer Elizabeth I: The Exhibition Cotalogue (National Maritime Museum) The Reign of Elizabeth 1558–1603 by J. B. Biack Tudor England by John Guy	Interpretation Chronology Argumentation Source analysis Communication Critical thinking Using evidence Historical enquiry

KS4 Success Criteria: History



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)	
Knowledge & Understanding	Limited ability to use knowledge and understanding	I can describe key events, people, and periods in detail.	I can explain key events, people, and periods in detail.	I can explain how events, people, and periods shaped societies over time, linking local, national, and global history.	I can evaluate how events, people, and periods shaped societies over time, linking local, national, and global history.	
Chronology	Limited ability to understand chronology	I can put some events in the correct order.	I can use chronology to determine the order of events.	I can explain changes across a period and identify what stayed the same.	I can analyse change and continuity across different periods and explain patterns over time.	
Use of Sources	I can use a source to find simple information.	I can describe the content of a source.	I can make inferences from sources and explain their usefulness.	I can successfully engage with the origin and the content of a source and I can communicate this through writing.	I can evaluate sources critically, considering reliability, provenance, and purpose.	
Evidence & Interpretation	I can give my opinion without using evidence.	I can support my opinion with some evidence.	I can support my opinion with some evidence, and I can begin to develop my writing to explain evidence and interpretation.	I can explain evidence and interpretations.	I can build balanced arguments using evidence and explain different historical interpretations.	
Cause & Consequence	I can say what happened in an event.	I can describe why an event happened and what changed as a result.	I can explain why an event happened and what changed as a result.	I can begin to analyse multiple causes and consequences.	I can analyse multiple causes and consequences, weighing which were more significant.	
Enquiry & Communication	I can answer simple questions about the past.	I can write simple sentences about the past and I can add key knowledge to support my answer.	I can create questions to guide my research.	I can write a clear paragraph, making a point with evidence.	I can plan and carry out a historical enquiry, drawing conclusions from different sources.	

Islamic (Native)



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يتسم تلاميذ مدرسة هورايزون الدولية بالذكاء والقدرة على فهم وتلاوة وتحليل تعاليم الدين الإسلامي مما يعزز مهاراتهم. يهدف منهجنا إلى البناء على هذا والتأكد من أنهم:
*قادرون على ممارسة أركان الإسلام والإيمان والشيء الوحيد الذي يقوم به الأفراد بانتظام على الطريقة الإسلامية
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*تُشجع على تحقيق التوازن بين الحياة الروحية والاجتماعية

*داعمين للالتزام بالشعور بارتباط خاص تجاه مجتمعك

*تتقيف 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

تنرب على أن تصبح شخصاً قويًا نفسيًا وذهنيًا للتعامل مع المشكلات وكذلك المشكلات اليومية

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

تتحقق هذه الأهداف من خلال منهجنا الذي:

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

*يتم تنظيمه بشكل موضوعي لتحفيز عمق واتساع التفكير

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

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

*تأكد من أن المنهج يجب تعديله وتكييفه تدريجيًا للتحقيق 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 ومشار كتهم 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

CPD

عند الاقتضاء



الصف 10 خطة التربية الإسلامية

Year 10 Curriculum: Islamic (Native)

	ماقا مبائعلم؟	سؤال تطيعي كبير	ابدف تنظر	كيف سائطو هذا؟	الماذا ساتعلم بطاا	الريط بالمواد الأخرى	النظم اللهم على المطروع (قرابة أوسج (مزيد من الإسكانات	مهازات المتطع
الترم الأول:- الوحي الألهي:- الوحي الألهي:- الأمر (سورة المجرات 1 - الأمر (سورة المجرات 1 - 2:-السبع المويقات (حديث شريف) 3:- الغفور العدل سيحته وتعلى (المقيدة الإستهة) 4:- التنامسح في الإسلام (الله الإسلام) 5:- الحج (لحكام الإسلام) 6:- حجة الوداع (التحصيف) 7:- التقليد الأعمى (القصلها	منا العمل يقرأ وخال الدورة وقاصفا، ويسكنف الحديث، ودلالة بعض الأصال اليشة في الإسلام كذاب لوزارة الوحدة 1 و 2	الدقا خامة الماكو واحبة هل المشتر بالمون المون	"بيين البواقف الواردة في الأبيات الكريمة, "بينتنج بعض دلالات الأبيات الكريمة, "بينن نسبية هذه الشريف "بينن خسائص مغفرة الله تعلي. "بينن خسائص مغفرة الله تعلي. "بينند مجالات العدل الإلهي. "بينند مجالات العدل الإلهي. "بينن معنى للمج ومكمة, "بينن معنى للمج ومكمة, "بينن لركان المج وواجباته وسنته, "بينن لركان المج والراء على القرد والمجتمع "بينن المحال المحيد وسنته, "بينن معنى المح وواجباته وسنته, "بينن وقائه المحيد والتراع. "بينن الواح التقليد الإعمى. "بينن الواح التقليد الجيد والتقليد السرية, "بينن الواح التقليد الجيد والتقليد السرية,	ستعفر من خلال قر ادة وتحليل واستكاف وريد تعليم الإسلام المنظم الرسلام المنظم والإخرة المنظم والخرة المنظم التقييم من أجل العطير التعليم التناوة المنظم والخرة المنظمة كل ورحدة المنظمة والمنظمة والمنظمة والمنظمة والمنظمة والمنظمة والمنظمة والمنظمة المنظمة والتناسم المنظمة والمنظمة والمنظمة والمنظمة المنظمة المنظمة المنظمة المنظمة والمنظمة المنظمة والمنظمة المنظمة والمنظمة والمنظمة المنظمة المنظمة المنظمة المنظمة المنظمة والمنظمة المنظمة والمنظمة المنظمة والمنظمة المنظمة والمنظمة والمنظمة المنظمة والمنظمة المنظمة والمنظمة المنظمة والمنظمة	نتروه وحفظ الدور - التراوة وخفظ الدور - التراوة التك تحديد الدور و الإحاديث وتحديد الدور و الإحاديث الدور و التحديد الإسلام التحديد التحديد التحديد التحديد و الإنداعي	منا يبنى على معرفك الدالية بمختلف الدور والمعادد من الصف 9 والمعادد من الصف 9 التوبية: الإسلامية والثقة العربية: بينا فيه من معان ودلالات التوبية الإسلامية والتوليغ والمعاد، فقد التوبية الإسلامية والتوليغ والمعاد، فقد والمعادد التوبية الإسلامية وتعلى معل براسلها الدائق على وعلى اقتمام الموس عدما دعاد التوبية الإسلامية والعوم: التربية الإسلامية والعوم: التوبية الإسلامية والعوم: التوبية الإسلامية والتعلى الى الاشاف من التوبية الإسلامية والتعلى التوبية الإسلامية والتكلوفيجا: التوبية الإسلامية والتكلوفيجا: التوبية الإسلامية والتكلوفيجا: التعربية الإسلامية من خلال البحث والاستقصاء وجمع المعلومات.	تغييدات مستدرة في نهاية كل موضوع ووحدة. ووحدة الشررة القرائية حسب مسترائد ، 2 حفظ السورة القرائية وصديد مسترائد ، 2 المشترث في الأساو و تحديث فسير التحقق من الاستراء و تطبيعية من الاستراء و تطبيعية من الاستراء و تطبيعية المستراء و القرار و الحديث و المعايير الإسلامية الاخرى	العصف الذهني التفكير الإبداعي الإبداعي الربط بالواقع الأخرى الزيط بالوثيقة الوطنية حل التفكيات التفكير الذاك التعاوني التعاوني
الترم الثاني: العض الالهين: از- سورة الواقعة) 1 - 26) (قر أن كريم) 2 - تبشير وتحتير (مديث ثريف) 3 - العنل في الإسلام (قيم الإسلام) 4 - الأركاة في الإسلام (العبدات) 5 - الإمام مسلم (التحصيات) 6 - الأمان والأمان (القصايا	ها العمل بدر اربطال البرره رفراسها ، روساله الحجب ، روزانه بسن الاصل البدة في الاستد الله في الاستد كف توراره الرحد و 4)	لمانا العلى مهم في الإسلام؟ الريط بدولة الإسارات. العلى بيل افراد السطنيم و مطالحة الطائر معاندا على اس و استقرار السطنيم.	الين دوارات الإياث القرائية لكريمة المستقد الناس والمستقد الناس بوء القبلية المرابط المستقد الناس بوء القبلية المرابط حالات تفخير أدا و وحلات ترفق أقراء "يمنك حقار أدا و المستقد أقد أن لكريم "يمنكية الرابط الإيسان بالدوخشية في المبر والعان المستقد الدارات العال" "يمنكية تمار وقوائد الركاة على الفرد والمجتبع تمار وقوائد الركاة على الفرد والمجتبع المرابط مسلم "يمنكية تمار وقوائد الركاة على الفرد والمجتبع المرابط مسلم في حديد المحتبث الشريف. "يمنكية مسئل المحتب الإمار مسلم في حديد المحتبيث الشريف. "يمنكية مسئل تحقق الأمن.	ستعقر من خلال قرامه ولطيل واستكناف وربط تعقيم الإستار بالعلم الشقيق (الإسراد تعقيم الإستار بالعلم الشقيق القليم من أجل العقر القنوة الشوية ، ورسد المثلاث المستورة في نهلة كل موضوع (ورسد المثلاث المستورة ، وريود قبل الماه المست القليم المؤلفيات المستورة ، وريود قبل القليم المستورة ، وريود قبل القليم المستورة ، وريود قبل القليم المستورة المنافقة المستورة ، وتحقير و وتحيل مجرز وزارة التربية في تشكل موضوعي وذاتي	ناترة وخط البور البرر والأحاديث وتحقيق فهم وريط تعليم الإسلام "كف يمكن أن يدصك ويسمع لله بالتفكر التفني والإبناعي	التربية الإسلامية واللغة العربية: التربية الإسلامية واللغة العربية: القربية الإسلامية واللغة العربية: اللغة العربية صرورية النهر كتاب الله تعالى بما القربية الإسلامية والتابع والبغة ألها: التربية الإسلامية والتابع والبغة ألها: محمله ولم التراس والساء الله جطها الله المحملة والمعلى معلى در أسباء التابعة المحلق فيها المسلم الدوس عندا بحاء الله إلى التطور والتلل الربية الإسلامية والعقوم: الربية الإسلامية والعقوم: الأربية الإسلامية والتقولونية التابية المسلمية التابعة والتنابعة التابعة التاب	للهمات مستمرة في نهاية كل موضوع ووحدة معط الدورة القرائية مست سنواله ، 2 اختيت في الأسوع وضيئها في فلاش في الأسوع روع بعث فسير التعقق من تعليه عن الإسراء المعراج والسود الميزية مواصلة الممل على العليم الإسلامي للمسيق الميزة (اقراق والمجيت والمعتبير الإسلامية الأخرى	قصف النخس التفكير الإبداعي الرحد بالواقع الأخرى الرحد بالوائيلة الرحدية حل المكارث التفكير الباقة التعلم المدوني

الصف 10 خطة التربية الإسلامية



	ماذا سأتطم؟	سوال تطيمي كبير	أجداف التعلم	كيف سأتخر هذا؟	لمالًا سألطم هذا؟	الريط بالمواد الأغرى	التخد الخلف على المشروع / قراءة أوسع / مزيد من الاستقشاف	مهترات التعلم
الترم الثالث: - الوحي الالهي: - الوحي الالهي: - (الران كريم) (اقران كريم) (حديث شريف) (الديث شريف) (المبادئ المحكم الشرعي العامة (قيم الإسلام) (المبادئت المحكم الشرعي (المبادئت المحكم الشرعي (الشخصيات) (القصايا المعاصرة) (القصايا المعاصرة)	هذا الفصل بقرا ويحلل وقراعدها ، ويستكشف ويستكشف ودلالة بعض الأعمال الإسلام. الإسلام. كتاب الوزارة الوحدة 5 و 6	ما هو التظليد الأعمى وكيف يمكن أن يكون الريط بدولة الإمارات: الإمارات: المارات: المارات: الموجب قاتون اتحادي بتاريخ 15 نوفمبر الشيخ زايد بن سلطان النيخ زايد بن سلطان النيكاة ونشر الوعي متخصصا في خدمة الزكاة ونشر الوعي على المستقيدين بها وقبولها وصرفها الإخلاص والصدق. الإخلاص والصدق. مجتمع متماسك	يستنتج مظاهر قدرة القدتهالي المحداب الوضح ما أعده الفدتالي من نعيم الأصحاب اليمين وما أعده من عذاب الصحاب الشمال المستبط حق المسلم على أخيه المسلم المستبط أداب السوق المستبط أداب السوق العامة اليمين أقسام الحكم الشرعي المستبط مزايا الأحكام الشرعية في الاسلام المستنتج دوره في خدمة الحديث النبوي. اليمين أثار التسامح الفكري على الغرد والمجتمع المستنتج أثار التسامح الفكري.	منتعلم من خلال قراءة وربط تعاليم الإسلام وربط تعاليم الإسلام التقييم من أجل التعلم: التقييم من أجل التعلم: التقييمات المستمرة في التقييمات المستمرة في قصيرة ، وربود فعل المحفية ، تعيين مشروع الشقيم النهائي: التقييم النهائي، مينيم اللملاب في تطوير وزارة المعرفة والتنعيم / هينة وتحاليل معيار وزارة المعرفة والتنعيم البشرية وناتئي.	- قراءة وحفظ وكذلك تحديد السور القرانية وكذلك تحديد السور والأحاديث فهم وربط تعاليم الإسلام "كيف ويسمح لك والإبداعي.	هذا ريني على معرفتك الحالية بمختلف المعايير والمبور من الترم 2. التربية الإسلامية واللغة الغيم كتف الله تعلى بما اللغة العربية ضرورية للهم كتف الله تعلى بما التربية الإسلامية التربية الإسلامية محل الله الملامية محل الله المناها، فقد محل در استها والتعقق محلها الله بمناه وتعلى المؤقف عند جوانب محل در استها والتعقق حالها الله بعد جوانب التربية الإسلامية والعلوم: والموارة من الله تعلى العلم والبحث والنظر المن تحث على والمؤوجيا: التربية الإسلامية مخلوفات لبني اتم التربية الإسلامية مخلوفات لبني اتم مخلوفات المناهدة مخلوفات المناهدة مخلوفات المناهدة التربية الإسلامية مخلوفات المناهدة المحدة الاستقصاء المحدة الاستقصاء	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب الأسبوع وتحميلها في قناتك. مستواك ، 2 أحاديث في مستواك ، 2 أحاديث في تخصيص مشروع بحث تخصيص مشروع بحث الأنبياء وتعليمهم. الإسلامي لتضبيق الفجوة مواصلة العمل على التعليم الإسلامي لتضبيق الفجوة القران والحديث والمعابير الإسلامية الأخرى	العصف الذهني الذهني الذهني الإبداعي الإبداعي الربط بالواقع الأخرى الربط بالوثيقة الربط بالوثيقة المشكلات التعكير الذات التعاوني التعاوني



Year 10 Success Criteria: Islamic (Native) 10 قواعد معايير النجاح للصف 10

معايير النجاح	العمل دون	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات)8 - 9)
	المستوى (1-2)				
الوحي الإلهي (القرآن الكريم - الحديث الشريف)	الفهم المحدود أو ي	بعض الفهم للايات القرانية ٠٠	- يقرأ السور القرأنية المقررة بنجاح جزئي *	- يسمع بشكل صحيح السور القرانية 💠	يسمع بدقة السور القرانية المقررة في المنهج. ١
الحديث الشريف)	غير الدقيق للأيات	ونصوص الأحاديث مع القدرة على			
	القرانية والأحاديث			and the second s	- يفسر بدقة المعانى العامة لأيات السور القرانية . التي يتضمنها المنهج ويربط هذه المعاني بحياتهم
التلاوة - الحفظ - التحليل	الشريقة لكنه بجد	and the contract of the contra	- يربط بين معاني الأيات للسور القرآنية مع وجود 💠	- يفسر بنجاح المعاني العامة لايات ٠٠	الني ينضمنها المنهج ويربط هذه المعاني بحياتهم
يظهر الطالب حفظًا 4.1.1	صعوية في الربط	بعض الوعي بالسياقات ذات *	الأخطاء من وقت لأخر.	السور القرانية التي يتضمنها المنهج	الشخصية
متقنا للقرأن الكريم ومعرفة	بين معانى الأيات	41-01	يطبق بشكل جزئي أحكام الراء والوقف. *	ويربط هذه المعاني بحياتهم	يطبق بدقة أحكام الراء والوقف ،
بمعاتبة وعلومه وتطبيقا	17 550 1590			الشخصية	The second second second
لأحكامه.			- يسمع الأحاديث النبوية المقررة بنجاح جزني. 💠	يطبق غالبًا أحكام الراء والوقف. *	- يسمع باتقان الأحاديث النبوية المقررة. 💠
Appending the second of			- يفسر المعاني العامة للأحاديث النبوية مع الربط ي		- يفسر بدقة المعاني العامة للأحاديث النبوية 💠
2.2.1 يظهر الطالب حفظاً			- يفسر المعاني العامة للأحاديث النبوية مع الربط بالحياة الواقعية مع وجود أخطاء.	- يسمع بشكل صحيح الأحاديث ♦	te 5, 1, 25 2 0 . 0 et 0 . 1 . 5 e 2 . 0
للأحاديث النبوية الشريفة وفهما				النبوية معظم الأوقات.	مندح
لمعانبها وتطبيقا لأحكامها				- يفسر بنجاح المعاني العامة 💠	
				للأحاديث النبوية المقررة ويربطها	
				بالحياة الواقعية .	
العقيدة الإسلامية	- یذکر معانی 💠	- يوضح معاتي أسماء الله الحسنى ٥	- يوضح معاني أسماه الله الحسنى (الغفور - 💠	يشرح معنى اسمين من أسماء الله ١	يشرح معني اسمين من أسماء الله الحسنى (الغفور المحدل) شرحا اجتماعياً مفصلاً وافيًا.
THEOREM TO ESTABLISH THE TOTAL THE T	أسماء الله الحسنى		العدل).	الحسنى (الغفور - العدل).	- العدل) شرحا اجتماعياً مفصلاً واقياً.
التعرف والاستكشاف والتحليل	بإيجاز (الغفور -		V.	1 2 12	
يظهر الطالب وعيا بقيمة 3.2.2	العدل).	The state of the s	- يلقى كلمة قصيرة عن التخلق بمقتضى اسم الله ٠	- يلقى كلمة مناسبة عن التخلق 💠	- يلقى بارتجال وطلاقة كلمة عن التخلق بمقتضى ٠
العقل وأهمية التفكير وممارسة		يمقتضمي اسم الله الغفور .		بمقتضى اسم الله الغفور .	
أدواته في الوصولُ إلى الحق.	- يجد صعوبة في ۞	1.50	7000		7,000
	القاء كلمة عن	- بعد تقرير ا استقصاليا عن نماذج 💠	- يعد تقريزا استقصائيًا عن نماذج للعدل الإلهي في 💠	- يعد تقريزا استقصائيًا عن نماذج 💠	- بعد تقريرًا استقصالنا عن نماذج للعدل الإلهي 💠
يظهر الطالب وعيا 2.1.2	التخلق بمقتضى	للعدل الإلهي في التجربة التاريخية	التجربة التاريخية وبلخص نتانج البحث.	للعدل الإلهي في التجربة التاريخية	في التجرية التاريخية ويلخص نتانج البحث
وإيمانا بأسس الإيمان بالله تعالى	اسم الله الغفور .			ويلخص نتائج البحث.	
وصفاته وملانكته وكتبه ورسله.	Topic Control Control	, , , ,			Water and the Control of the Control
	- يجد صعوبة في ۞				
	كتأبة التقارير				
	ونادرًا ما يَقْدُم	1			
	تقريزًا كاملًا .	1			
	3.3				
100					



قواعد معايير النجاح للصف 10

Year 10 Success Criteria: Islamic (Native)

معايير النجاح	العمل دون المستوى (1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات)8 - 9)
قيم الإسلام وآدابه	- يحاول إعداد تقرير حول الأثار •	- يعد تقريرًا حول الأثار الإيجابية ٠	- يعد تقريزًا حول الأثار الإيجابية 💠	- يعد تقريزا بنجاح تام عن الآثار 💠	- يعد تقريرا بنجاح تام عن الأثار الإبجابية 💠
35 1 . 1 . 1	الإيجابية للنصيحة على القرد	للنصيحة على الفرد والمجتمع مع	للنصيحة على الفرد والمجتمع مع	الإيجابية للنصيحة على الغرد	للنصيحة على الفرد والمجتمع ، ويدعم ذلك
اشرح واربط واستقصي	والمجتمع مع وجود أخطاء متكررة.	وجود أخطاء.	وجود أخطاء.	والمجتمع.	بالأدلة.
يظهر الطالب 1.1.3	- نادرًا ما يربط بين العدل وقوة ١	- يربط بشكل سطحي بين العدل وقوة ١٠	- يربط بشكل سطحي بين العدل وقوة 💠	ZX	
فهما وتمثلا لقيم الإسلام	المجتمع وتماسكه.	المجتمع وتماسكه	المجتمع وتماسكه	- يربط بشكل عميق وتام بين العدل 💠	- يربط بشكل موسع بين العدل وقوة المجتمع *
الفردية والجماعية في		- C		وقوة المجتمع وتماسكه.	وتماسكه ، ويدعم ذلك بالأدلة.
سلوكه.	- يستخلص بشكل محدود الأثار 💠	- يستخلص بشكل جزني الأثار 💠	 يستخلص بشكل جزني الأثار • 		S 00.55
00 56	الإيجابية للتسامح الفكري.				- يستنتج بشكل تام وصحيح الأثار الإيجابية 💠
	N. 8 161550		Marie To Service	الآثار الإيجابية للتسامح الفكري.	
يظهر الطالب 1.2.3	- يحاول تصمم نشرة تثقيفية توضح 🌣	- يصمم نشرة تثقيفية توضح أداب 🌣	- يصمم نشرة تثقيفية توضح أداب 💠		
فهما وتطبيقا لأداب	أداب التسوق والتعامل مع المرافق		التسوق والتعامل سع المرافق العاسة	- يصمم بنجاح ثام نشرة تتقيفية 💠	- يصمم بنجاح تام نشرة تثقيفية توضح أداب 💠
الإسلام.	العامة مع وجود أخطاء متكررة.				السوق والتعامل مع المرافق العامة ، وتوضح
OM:SEEKO.				المرافق العامة.	
	- ينتقد بشكل غير صحيح 🌣	- ينتقد بشكل جزئي الممارسات غير 🌣	- ينتقد بشكل جزئي الممارسات غير ي		And the second second
	الممارسات غير اللانقة في التسوق	اللانقة في التسوق والتعامل مع			- ينتقد بشكل تام وصحيح الممارسات غير اللانقة 💠
	والتعامل مع المرافق العامة.				في التسوق والتعامل مع المرافق العامة.
				المرافق العامة.	
أحكام الإسلام	يبين بشكل جزئي أحكام الزكاة. *	يبين بشكل جزنى أحكام الزكاة 🌣	يبين بشكل جزئى أحكام الزكاة 💠		يبين بشكل موسع أحكام الزكاة ومقاصدها الشرعية ♦
ومقاصدها	- يحاول أن يقدم تقريرًا عن دور ي		1.7 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5		
	الزكاة في علاج مشاكل الفقر		- يقدم تقريز ا عن دور الزكاة في ي	The state of the s	- يقدم تقريرا بنجاح تام عن دور الزكاة في علاج يه
وصف - تصنيف -	الاسلامي مع وجود أخطاء متكررة.		علاج مشاكل الفقر الإسلامي مع		مشاكل الفقر الإسلامي مدعمًا ذلك بالأدلة.
استنتاج	يطبق بشكل جزني أحكام الحج في ي				
يظهر الطالب 3.1.4	مواقف افتراضية.	The state of the s			
معرفة بفقه العبادات	- يميز بشكل سطحي بين ما يحل 💠	مواقف افتراضية مع وجود أخطاء .		The state of the s	توضيحها لزملانه
ويؤديها بطرقة		- يميز بشكل جزني بين ما يحل ومالا ١			- يميز بشكل موسع بين ما يحل وسالا يحل من ي
صحيحة.	مع وجود أخطاء			- يميز بشكل تام ودقيق بين ما يحل ١	الأطعمة في الإسلام موضحًا ذلك بامثلة معاصرة.
7-0=74071 Fre		وجود أخطاء	A STATE OF THE PARTY OF THE PAR		
يظهر الطالب 1.3.4	- يحاول تصميم عرضنا بالوسائط ي	- يصمم عرضنا بالوسائط المتعددة ي	- يصمم عرضنا بالوسائط المتعددة ي		يبرز فيها جمالية الإسلام حول المقاصد التسريعية
معرفة وفهما لقواعد	المتعددة يبرز فيه جمالية الإسلام	The state of the s			لاحدى العبادات من غير أخطاء.
الأحكام الشرعية.	حول المقاصد التسريعية لاحدى				
	العبادات من غير أخطأه. متكررة	1,112,742, 77		CONTRACTOR OF THE PROPERTY OF	



قواعد معايير النجاح للصف 10

Year 10 Success Criteria: Islamic (Native)

معايير التجاح	العمل دون المستوى (1-2)	العمل نحو العستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (2-6)	العمل بشكل ملحوظ فوق مستوى التوقعات)8 -
السيرة النبوية والشخصيات يظهر الطالب معرفة 4.1.5 وتاسيا بشخصية الرسول حيث اله النموذج الكامل و الأسوة الحسنة في جوانب الحياة الإنسانية كافة. يظهر الطالب معرفة 1.2.5 واقتداء بشخصيات إسلامية بارزة والمسلمين.	 پستطیع سرد حادثة وفاة الثبی صلی الله علیه وسلم وحجة الوداع، مع وجود خلط و اخطاء کثیرة. لا یمکنه استخلاص الدروس والعبر المستفادة من حادثة وفاة الثبی صلی الله علیه وسلم وحجة الوداع. الرسول صلی الله علیه وسلم فی حجة الوداع. پستطیع سرد أبرز المواقف من منورة الامام مسلم بن الحجاج والاسام أحمد بن خنیل رضی الله عنهما، مع وجود خلط و اخطاء کثیرة. لا یستطیع استخلاص الدروس و العبر لا یستطیع استخلاص الدروس و العبر الحجاج و الإمام أحمد بن خنیل رضی الله عنهما. 	• يستطيع التحدث عن حادثة وفاة اللبي صلى الله عليه وسلم وحجة الوداع، مع وجود خلط وأخطاء بسيطة. الدروس والعبر المستفادة من حادثة وفاة اللبي صلى الوداع. الشعليه وسلم وحجة الرداع. الرسول صلى الله عليه وسلم في حجة الوداع. الراسول المواقف من مبيرة عن ابرز المواقف من مبيرة والإمام احمد بن حنيل الدروس والعبر المستفادة يجد صعوبة في استخلاص ❖ رضي الله عنهما. الدروس والعبر المستفادة من مبيرة الإمام مسلم بن المحاج عن الرز المواقف من مبيرة يجد صعوبة في استخلاص ❖ رضي الله عنهما. الدروس والعبر المستفادة عنهما. الحجاج والإمام احمد بن حنيل من سيرة الإمام احمد بن حنيل من سيرة الإمام احمد بن حنيل من سيرة الإمام احمد بن حنيل رضي الله عنهما.	 پستطبع التحدث عن حادثة وفاة النبي صلى الله عليه وسلم وحجة الوداع، مع وجود خلط وأخطاء بسيطة. پجد صعوبة في استخلاص الدروس والعبر عليه وسلم وحجة الوداع. بصف بشكل جزني وصاليا الرسول صلى الله عليه وسلم في حجة الوداع. لا يستطبع التحدث بنجاح عن أبرز المواقف من سيرة الإمام مسلم بن الحجاج والإمام يجد صعوبة في استخلاص الدروس والعبر بيد صعوبة في استخلاص الدروس والعبر بيد المستفادة من سيرة الإمام مسلم بن الحجاج. المستفادة من سيرة الإمام مسلم بن الحجاج والإمام أحمد بن حنبل رضي الله عنهما. والإمام أحمد بن حنبل رضي الله عنهما. 	 بستطيع التحدث بلغة مناسبة عن وفاة اللبن صلى الله عليه وسلم وحجة الوداع. بستطيع استخلاص بعض الدروس والعبر المستفادة من حادثة وفاة اللبن صلى الله عليه وسلم وحجة الوداع. بصف بشكل كامل وصابا الرسول صلى الله عليه وسلم في حجة الوداع. بستطيع التحدث بنجاح عن أبرز المواقف من سيرة الإمام مسلم بن الحجاج والإمام أحمد بن حنيل رضى الله عنهما. بستطيع استخلاص بعض الدروس مسلم بن والعبر المستفادة من سيرة الإمام أحمد بن والعبر المستفادة من سيرة الإمام مسلم بن الحجاج والإمام أحمد بن مسلم بن الحجاج والإمام أحمد بن حنيل رضى الله عنهما. 	 9 ♦ - يستطيع التحدث بلغة مناسبة عن وفاة اللين صلى الله عليه وسلم وحجّة الوداع. ♦ يستخلص بدقة الدروس والعبر الله عليه وسلم وحجّة الوداع. ♦ يشرح بدقة وصايا الرسول صلى الله عليه وسلم في حجة الوداع. ♦ يستطيع التحدث بدقة عن أبرز المواقف من سيرة الإمام مسلم بن المواقف من سيرة الإمام مسلم بن ويستخلص بدقة الدروس والعبر الله عنهما. المستفادة من سيرة الإمام مسلم بن ويستخلص بدقة الدروس والعبر ألمن المسلم بن عنهما. المعنفادة من سيرة الإمام مسلم بن الحجاج والإمام أحمد بن حنيل رضي المعنفان.
الهوية والقضايا المعاصرة يظهر الطالب اعترازه 1.1.6 بشخصيته وهويته ووطنه وتقديره لتراثه و تقافته والترامه بثوابه وعادته وتقايده يظهر الطالب فهما للقضايا 1.2.6 والتحديات المعاصرة وقدرة على تحليلها وابجاد حلول لها معتمنا	 - يُحدّد أنواع الأمن، وغالبًا ما يُبين عواملها، لكنه لا يتمكن من تحديد أولوياتها، أو عرضها في برنامج متكامل. بدرك بعض قضايا التقليد بشكل عام، ولا يستطيع استثناج خطرها على الفرد والمجتمع. 	 بُحذد أنواع الأمن، وغالبًا ما يُبين عواملها ويُحذد أولوياتها ويضع لها برنامجًا، مع وجود أخطاء. يناقش بشكل جزئي قضايا التقليد، وغالبًا ما يربطها بأسبابها ونتائجها. 	 - يُحدُد أنواع الأمن، وغالبًا ما يُبين عواملها ويُحدُد أولوياتها ويضع لها برنامجًا، مع وجود أخطاء. يناقش بشكل جزئي قضايا التقليد، وغالبًا ما يربطها بأسابها ونتائجها. 	 - يُحدد انواع الأمن، ويُبيّن عواملها، ويُحدد اولوياتها، ويصمّم برنامجا مناسبًا عنها. يناقش قصاليا التقليد، ويربطها	 إحدّد اتواع الأمن بدقة، ويُبيّن عواملها، ويحالها، ويُحدّد أولوياتها ويحدّد أولوياتها ويحدّد أولوياتها المحدّم برنامجا متكاملا وشاملا عنها. يناقش قضايا الثقليد بدقة ويربطها بأسابها ونتائجها، ويحدّد القنات المحدّية، ويضعُ تصورًا التوجيه القنات المقصودة انطلاقا من المبادئ الإسلاميّة والثوايت الوطنيّة.

Year 11 Curriculum: Islamic (Native)

الصف 11 خطة التربية الإسلامية



	ماذا سأتطم؟	سوال تطيمي کبير	أهداف التطم	كيف سأتحلم هذا؟	لماقا سأتطم هذا؟	الربط بالمواد الأخرى	اللحد القدم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهازات التطم
الترم الأول: 1: سورة الكيف)1 - 8) (القرآن الكريم وعلومه) 9: القرآن المكي وعلومه). 3: المعقل في الإسلام (المقلية الإيمانية) 4: المدارس الفقيية (قواعد الأحكام). 5: الوقف عطاء ونماء (قيم الإسلام) 6: سكينة بنت المحسن. 7: التنمية البشرية في الإسلام (الفضيات)	هذا الفصل يقرأ ويحلل السورة وتواعدها، ويستكشف الحديث، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 1 و 2	لمذا يحرص المسلمون على تلاوة وحفظ القران والحديث؟ الربط بدولة الإمارات:- يتجلى اهتمام الإمارات الشديد بالقران الكريم من خلال مراكز تحفيظ القران الكريم في كافة إسارات الدولة,	*بيين الحكمة من نزول القرآن منجمًا. *بوضح مميز أت القرآن المكي والمدني. *بلخص فوالد العلم بالنكي والمدني. *بوضح عدم التعارض بين الشرع والعقل. *بقارن بين المدارس الفقهية. *بيين فضل الوقف. *بيين فضل الوقف في خدمة المجتمع. *بيستكشف الصفات الخالقية في شخصية المبيدة سكينة. *بستكشف المسفات الخالقية في شخصية المبيدة مكينة. *بستتج خصائص التمية البشرية في الإسلام. *بيين اهداف التنمية البشرية.	ستتعلم من خلال قراءة وتحليل واستكشف وربط تعايم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم الشاوة الشفوية ، التقييمات المستمرة في اختيارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث كل أسبوع شفوي (سورة واحدة وحديث). التقييم الشفهي وحديث) . فعالية الطلاب في تطوير وتحليل النهائي ، سيقيم هذا التقييم مدى معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في هيئة المعرفة والتنمية البشرية في هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	تلاوة وحفظ - السور القرائية. وكذلك تحديد والأحاديث وتحديدا وتحديدا فهم وربط تعليم الاسلام "كيف يمكن أن يدعمك ويسمح والإنداعي.	هذا يبشي على معرفتك (الحالية بمختلف السور الحالية بمختلف السور 10 مرية المسلم 10 مرية المسلم 10 مرية المرية المري	تقييمات مستمرة في نهاية كل موضوع ووحدة حفظ السورة الغرائية حسب مستوك ، 2 احديث في الأسبوع وتحميلها في قاتلك, تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم مواصلة العمل على التعليم الإسلامي لتضييق الفجوة الإسلامي الخرى	العصف التفكير الإبداعي الربط بالمواد الأخرى بالوثيقة المشكلات التفكير الناقد التعاوني
الترم الثاني 2:- 1:- لصحاب الكهف. (القرآن الكريم وعلومه) 2:- السلة اللبوية. (الحديث الشريف وعلومه) 3:- لداب اللباس. (الداب الإسلام) 4:- لحكام الزواج. (احكام الإسلام ومفاصده) 3:- رعاية لرسول(صلى الله عليه وسلم) لاهله. (السيرة	هذا الفصل يقر ا ويحلل السورة وقواعدها، ويستكشف الحديث، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 3 و 4	كيف كان لتدوين السنة الترا كبيرا على العلم الإسلامي؟ الريط بدولة الإمارات: بشكل كبير على ثلاثة جوانب: الشيف والتعليم من خلال دروس لتتقيف والتدي دروس لتتقيف وتاثيرها على الفرد المجتمع بشكل عام المجتمع بشكل عام المجتمع بشكل عام	"يطل يعتض مواقف القصة. "ينطل على حجية أسنة النبوية" ينطل على حجية أسنة النبوية القرآن الكريم" ينوضح موقف السنة النبوية من القرآن الكريم" الرجل والمرأة ينض أهمية اقتصاد في اللباس والزينة لكل من " ينفض أهمية اقتصاد في اللباس والزينة" "يفض أصل المتزام باناب الإسلام في اللباس والزينة." "يستنتج حقوق كل من الزوج والزوجة والحقوق المشتركة بينهما. "يستنتج مقومات حياة الرسول الزوجية. "يستنج مقومات حياة الرسول الزوجية.	ستتعلم من خلال قراءة وتحليل واستثمله وربط تعليم الإسلام بالمعلم الحقيقي والأخرة. التقييم من أجل التعليم التشييم من أجل التعليم المستعرة في المغيرة ، وربود فعل اختيارات قصيرة ، وربود فعل تعيين مشروع قاعدة البحث. التقييم التقييم التقييم التقييم مدى التقييم مدى معيار وزارة التربية والتعليم / معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في هنائي.	تلاوة وحفظ - السور الغرانية. وكذلك تحديد السور والأحاديث وتخذيها. فهم وريط تعليم الإسلام كيف يمكن أن يدعمك ويسمح الإبداعي.	الله الدرسية والله العربية المرابية العربية الله الدرسة الدرجة العربية التداوي المحمد والمرابعة المرابعة المرا	تقييمات مستمرة في لهاية كل موضوع ووحدة. حفظ السورة القرائية حسب مستوك ، 2 احاديث في الأسبوع وتحديلها في قاتلك. قم بتعيين مشروع بحث قصير للتحقق من تعلمهم عن الإسراء للمعراج والسيرة النبوية. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القران والحديث والمعايير	العصف الاهلى الابداعي الربط بالواقع الربط بالمواد الربط الربط الربط المؤتيقة المؤتية المواتية المؤتية المؤتية المؤتية المواتة المؤتية المواتة المواتة المواتة المواتة المواتة المواع الماة المواة المواع الم



الصف 11 خطة التربية الإسلامية



	ماذا سأتعلم؟	سؤال تعليمي كبير	أهداف التطم	كيف سأتطم هذا؟	لماذا سأتعلم هذا؟	الريط بالمواد الأخرى	التطم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهازات التطم
القرم الثالث 3:- (القرآن الكريم و علومه) 2:- جهود العلماء في حفظ السنة (الحديث علومه) 3:- الإيمان بالغيب (العقيدة الإيمانية) 4:- التسامح (قيم (العمانية) 7:- الجهاد في الله (1). ومقاصدها) ومقاصدها) الدعوة (السيرة النبوية) 7:- طاعة ولي الأمر ((الهوية)	هذا الفصل يقرأ ويحلل وقواعدها ، ويستكشف ودلالة الحديث ، بعض الأعمال الهامة في الإسلام. الولادة كتاب الوحدة 5 و الوحدة 5 و	لماذا طاعة الحاكم واجبه هل تعتقد أن المسلمين يتبعون حاكمه لا الماذا أو لم لا المازات: المازات: الاعتدال في العمل الخطاب حفاظا والاعتدال في المحلف المجتمع وتكافله واستقراره.	*يلخص قصة صاحب الجنتين. *يحلل بعض مواقف القصة. *يميز الاسناد عن المتن. *يبين جهود العلماء في تدوين السنة. *يوضح أهمية الإيمان الغلب. *يوضح مظاهر التسامح بين تعالى. *يستنتج أهمية التسامح للقرد الناس في الحياة *يحند انواع الجهاد. *يحدد انواع الجهاد. *يوضح خصائص المنهج *يوضح خصائص المنهج *يبين أثر منهج اللبي في الدعوة. *يبين أثر منهج اللبي في الدعوة على حياة المسلم. *يستنتج الأثار السلبية الخروج عن طاعة ولي الأمر على المواعة ولي الأمر على المواعة ولي الأمر على المواعة ولي الأمر على المواعة ولي الأمر والرقي الحضاري	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والاخرة. التقييم من أجل التعلم: التقييم المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة، وردود فعل تعيين مشروع قاعدة التقييم النهائي؛ التقييم النهائي، مبيقيم هذا التقييم مدى فعالية الطلاب التقييم مدى فعالية الطلاب في تطوير وتحليل معبار البشرية والتعليم / في شكل موضوعي هيئة المعرفة والتنمية وذاتي.	تلاوة وحفظ - السور وكذلك تحديد السور وكذلك تحديد والأحاديث فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك والإبداعي.	هذا يبني على معرفتك المعايير والسور من المعايير والسور من التربية الإسلامية واللغة العربية الإسلامية واللغة العربية الإسلامية واللغة معان ودلالات كتاب الله تعلى بما فيه من والبغرافيا: والشعاء القد جعلها الله سخر الله للإنسان الأرض والتعمق فيها للوقوف عند جوانب عظمة المفاق عز والتعمق فيها للوقوف عند التربية الإسلامية والغوم: التربية الإسلامية والغوم: والبحث والنظر، وهي دعوة التربية الإسلامية والغوم: من الله تعلى إلى اكتشاف من الله تعلى إلى اكتشاف من التربية الإسلامية والغوم: التربية الإسلامية والمهارة فيه من مخلوفات لبني الم التربية الإسلامية والمهارة والمهارة وجمع المعلومات من خلال البحث والاستقصاء لاكتساب المعرفة والسهارة وحمع المعلومات	تفييمات مستمرة في نهاية كل موضوع حدة. حفظ السورة القرآنية حسب مستواك ، 2 حفظ السورة القرآنية وتحميلها في قناتك. حسب مستواك ، 2 حسب مستواك ، 2 حسب مستواك ، 2 تخصيص مشروع وتحميلها في قناتك. تخصيص مشروع وتعليمهم عن الأنبياء بحث قصير للتحقق من وتعليمهم. التعليم الإسلامي والحديث والمعايير والحديث والمعايير والحديث والمعايير	العصف الذهني التفكير الإيداعي الربط بالواقع الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد



Year 11 Success Criteria: Islamic (Native) 11 قواعد معايير النجاح للصف 11

معايير النجاح		العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى النوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات)8 - 9)
الوحي الإلهي (القرآن الكريم –	الفهم المحدود أو غير ي	The state of the s	يقرأ السور القرأنية المقررة في المنهج بنجاح .	يقرأ المنور القرانية المقررة في المنهج .	- يسمع السور القرآنية المتضمنة في المنهج باتقال. 💠
الحديث الشريف)	الدقيق للايات القرآنية		جزئي.	بشكل صحيح في معظم الأوقات.	- يفسر بدقة المعاني العامة لايات السور القرانية 💠
التلاوة - الحفظ - التحليل	والأحاديث الشريفة لكنه	The second secon	ـ يربط بين معاني الايات مع وجود الأخطاء بين 💠	بقيد بتجام البعق العلية لأداث البيد عم	المتضمنة في المنهج.
5,220 - 2,220 - 2,520	يجد صنعوبة في الربط بين	انتقاء بعض الأدلة من	- بربعد بين معالى اربات سع وجود المعلقات بين ما الفينة والأخرى.	- يفسر بنجاح المعاني العامة لأيات السور ﴿ القرآنية المقررة في المنهج .	
بِظهر الطالب حفظًا 4.1.1	معانى الأيات	حيث النقاط	المولة والإعراق.	العرابية المعزود في الممهج .	- يطبق بدقة أحكام التلاوة والتجويد. 💠
متقنا للقرآن الكريم ومعرفة	1,000	A -10 h - h -	- يطبق بشكل جزني أحكام التلاوة والتجويد. 💠	- يطبق غالبًا أحكام التلاوة والتجويد. 💠	
بمعاتية وعلومه وتطبيقا		بعض الوعي بالسياقات 💠			- يلخص بنقة مراحل جمع القرآن الكريم. ي
الأحكامه.		ذات الصلة.	- يلخص مراحل جمع القرآن الكريم مع وجود 💠	- يلخص بشكل جزئي مراحل جمع القرآن 💠	- يفرق يدقة بين القرآن المكي والمدني. ي
			أخطاء من وقت لاخر.	الكريم.	Committee of the commit
3.2.1 يظهر الطالب معرفة			ـ يفرق بين القرآن المكي والمدني مع وجود 💠	- يفرق بنجاح بين القرآن المكي والمدني. ي	- يشرح بدقة مكاتة السنة وجهود علماء الأمة في 💠 تدوينها والمحافظة عليها
بمكاتة السنة النبوية من التشريع			اخطاء. اخطاء		تدوينها والمحافظة عليها
وفهما لعلوسها وتقديزا لجهود			****	- يشرح بشكل جزني مكانة المنة وجهود علماء الأمة في تدوينها والمحافظة عليها.	A of this may be a since the con-
العلماء في تدوينها.			- يشرح مكانة السنة وجهود علماء الأمة في 💠	علماء الأمة في تدوينها والمحافظة عليها.	- يعد تقريرًا تقيقًا عن أقسام السنة بالنسبة للقرآن 💠
			الأورياد المراكب المثلة على والمراجب ويدا الميا المراجب المثار		المريم.
			لأخر.	- بعد طریر ا بنجاح عل اصام است باسب پ	
			a summer as as as as as	للقران الكريم.	
			- يعد تقريرا بنجاح عن أفسام السنة بالنسبة للقرآن ي		
			الكريم مع وجود أخطاء.		
العقيدة الإسلامية	THE RESERVE AND THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN	بعض فهم العقيدة 🌣	يحلل مفاهيم الإيمان بالغيب مع وجود بعض ي	- يحلل مفاهيم الإيمان بالغيب ويقدم 💠	- يحلل بعمق مفاهيم الإيمان بالغيب مستخلصنا 💠
التعرف والاستكشاف والتحليل	مفاهيم الإيمان بالغيب.	13. 000	الأخطاء	تلخيصنا مبسطا لأثار الإيمان بالغيب على	أثار ها على الفرد والمجتمع.
The Same Say		الوصف.		الفرد والمجتمع.	
يحلل الطالب تصوصنا 3.1.2		A -1 N1 -11 11		8 16.2	
شرعيًا في مجال العقيدة		يحلل مفاهيم الإيمان 🌣			
الإسلامية.		بالغيب مع وجود بعض			
9850 80		الأخطاء			
يظهر الطالب وعيًا 4.2.2					
بمنهجية الإسلام في بناء العقل					
المسلم وتطبيقها في مجال					
التفكير الناقد الإبداعي.					
	J	5			Real Property of the Control of the



Year 11 Success Criteria: Islamic (Native) 11 قواعد معايير النجاح للصف 11

معابير اللجاح	العمل دون المستوى (1-2)	العمل نحو المستوى (3-4)	العمل ضعن المستوى (5)	العمل فوق سنتوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات)8 - 9)
قيم الإسلام وأدابه		- يشرح بشكل جزني دور 💠	- يشرح بشكل جزني دور الوقف في ١	- يشرح بشكل ثام دور الوقف في خدمة ي	يشرح بشكل موسع دور الوقف في خدمة المجتمع. ٠
اشرح واربط واستقصى	الوقف في خدمة المجتمع.	الوقف في خدمة المجتمع.	خدمة المجتمع.	المجتمع.	
يظهر الطالب فهما وتعثلًا 1.1,3		and the second second	200		- يستنتج بشكل تام وصحيح التدابير الوقائية لحماية ٠
يطهر الصالب فهما وتعدر 1.1.5 لقيم الإسلام الفردية والجماعية في		- يستخلص بشكل جزئي التدابير •	- يستخلص بشكل جزني التدابير 🂠	- يستنتج بشكل صحيح التدابير الوقائية •	الإنسان من الوقوع في المحرمات.
سلوکه.		الوقائية لحماية الإنسان من المحرمات.	الوقائية لحماية الإنسان من الوقوع	لحماية الإنسان من الوقوع في المحرمات.	- يلخص بشكل تام وصحيح ضوابط وحدود ي
= 55	من الوقوع في المحرمات.	الوالوع في المطر هنك,	في المحرمات.	- يلخص بشكل صحيح معظم ضوابط ٠	- پنځمن بسن دم وصحیح منو بعد وحدود ک
	يحاول تلخيص ضوابط وحدود ي	- يلخص بشكل جزئي ضوابط ١٠	- يلخص بشكل جزني ضوابط 💠	وحدود التسامح.	
يظهر الطالب فهما وتطبيقا 1,2,3	that have a second off	The second secon	وحدود التسامح.	9	- بعد بحثًا بنجاح تام حول أداب الملابس والزينة ي
لأداب الإممالام.				- يعد بحثًا بنجاح تام حول أداب الملايس 💠	
	- يحاول إعداد بحثًا حول أداب ي		- يعد بحثًا حول أداب الملابس 💠	والزينة.	
	الملابس والزينة مع وجود	والزينة مع وجود أخطاء.	والزينة مع وجود ألحطاء.		
	أخطاه متكررة.				
أحكام الإسلام ومقاصدها	- يذكر بعض أحكام الجهاد في ي	- يربط بشكل سطحي بين أحكام •	- يريط بشكل سطحي بين أحكام 🌣	- يربط بشكل عميق وتام بين أحكام الجهاد •	ير بط بشكل موسع بين أحكام الجهاد في الإسلام ♦
وصف - تصنيف - استنتاج	الإسلام. - يشرح أحكام الزواج 💠	الجهاد في الإسلام بالضوابط والمقاصد الشرعية.	الجهاد في الإسلام بالضوابط والمقاصد الشرعية.	في الإسلام والضوابط والمقاصد الشرعية. - يشرح بشكل تام أحكام الزواج ومقاصده *	والصوابط والمقاصد الشرعية ، موضحًا ذلك ببعض الأمثلة المعاصرة.
يظهر الطالب معرفة بفقه 3.1.4	ومقاصده الشرعية ويتردد مع		ر المدحد المراب. - يشرح بشكل جزئي أحكام الزواج ﴿		- يشرح بشكل موسع وبدقة أحكام الزواج ومقاصده ا
العبادات ويؤنيها بطرقة صحيحة	وجود أخطاء كثيرة.		ومقاصده الشرعية مع وجود أخطاء.	- يحلل بشكل صحيح أسباب ظهور 💠	الشرعية.
يظهر الطالب معرفة وفهمًا 1.3,4	- بحلل بشكل غير صحيح 🌣	The second secon		المدارس الفقهية.	- يحلل بشكل تام وصحيح أسباب ظهور المدارس ي
لقواعد الأحكام الشرعية.		The state of the s	المدارس الفقهية.		الفقهية
	- يستخلص يشكل محدود 💠	ظهور المدارس الفقهية.	- يستخلص بشكل محدود أسياب 💠	الفقهي بين المذاهب الأربعة .	- يستخلص يشكل تام وصحيح أسياب اختلاف ي
	أسباب اختلاف الفقهي بين		اختلاف الفقهي بين المذاهب الأربعة		الفقهي بين المذاهب الأربعة .
	المذاهب الأربعة .	The second secon	*		
		الأربعة .			
		9.			



Year 11 Success Criteria: Islamic (Native) 11 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى (1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (٦-٥)	العمل يشكل ملحوظ قوق مستوى التوقعات)8 - 9)
السيرة النبوية والشخصيات	 پستطیع ذکر مقومات حیاة 	 پستطیع استنتاج مقومات حیاة 	 پستطيع استنتاج مقومات حياة 	 پستطیع استنتاج مقومات حیاة الرسول 	 پستطیع استنتاج مغوسات حیاة الزسول
4 C C C C C C C C C C C C C C C C C C C	الرّسول صلى الله عليه وسلم	الرَّسول صلى الله عليه وسلم	الزسول صلى الله عليه وسلم	صلى الله عليه وسلم الزوجية بنجاح.	صلى الله عليه وسلم الزوجية بدقة.
يستخلص الطالب معرفة 4.1.5	الزوجية، مع وجود خلط.	الزوجية، مع وجود أخطاء بسيطة.	الزوجية، مع وجود أخطاء بسيطة.	 پستطیع آن بیر هن علی بطلان بعض 	 ♦ يستطيع أن يبر هن بدقة على بطلان
وتاسيا بشخصية الرسول حيث إنه	 لا يستطيع أن بير هن على بطلان 	 پستطیع آن بیر هن علی بطلان شبهة 	 پستطیع آن بیر هن علی بطلان شبهة 	الشُّبهات التي أثيرت حول الرَّ سول	بعض الشبهات التي أثيرت حول الرسول
النموذج الكامل والأسوة الحسنة في	بعض الشبهات التي أثيرت حول	من الشبهات التي أثيرت حول من الشبهات التي أثيرت حول	من الشُّبهات التي أثيرت حول	صلى الله عليه وسلم وسيرته، مع وجود	صلى الله عليه وسلم وسيرته.
جوانب الحياة الإنسانية كافة.		الرّسول صلى الله عليه وسلم	الزَّسول صلى الله عليه وسلم	بعض الأخطاء	 پشر - بدقة سيرة السيدة سكينة بنت
100 mm	الرّسول صلى الله عليه وسلم	The first and the control of the con	وسيرته.	 پستطیع التحدث بلغة مناسبة عن سیرة 	الحسين رضي الله علها والشيخ أحمد بن
يظهر الطالب معرفة 1.2.5	وسپرته.	وسيرته.	 پستطيع سرد سيرة السيدة سكينة 	السيدة سكينة بنت الحسين رضي الله	عبد العزيز المبارك.
واقتداء بشخصيات إسلامية بارزة	 پستطیع سرد سیرة السیدة سکیتة 	 پستطیع سرد سیرة السیدة سکینة 	بنت الحمين رضي الله عنها والشيخ	عنها والشيخ أحمد بن عبد العزيز	يستخلص بدقة الدروس والعبر المستفادة ٠
لها دور ها في خدمة الإسلام	ينت الحمين رضي الله عنها	بنت الحسين رضي الله عنها والشيخ			
و المسلمين.	والشيخ أحمد بن عبد العزيز	أحمد بن عبد العزيز المبارك.	أحمد بن عبد العزيز المبارك.	الميارك.	من سيرة السيدة سكينة بنت الحسين
	المبارك مع وجود خلط وأخطاء	يجد صعوبة في استخلاص الدروس 💠	يجد صعوبة في استخلاص الدروس ي	يستطيع استخلاص يعض الدروس ي	رضىي الله عنها والشيخ أحمد بن عيد
	کثیرة.	والعبر المستفادة من سيرة السيدة	والعبر المستقادة من سيرة السيدة	والعبر المستفادة من سيرة السيدة سكينة	العزيز المبارك.
	لا يستطيع استخلاص الدروس ي	سكينة بنت الحسين رضى الله عنها	سكينة بنت الحسين رضي الله عنها	بنت الحمين رضي الله عنها والشيخ	
	والعبر المستفادة من سيرة السيدة	والشيخ أحمد بن عبد العزيز	والشيخ أحمد بن عبد العزيز	أحمد بن عبد العزيز المبارك.	
	سكينة بنت الحسين رضى الله	المدارك			
	عنها والشيخ أحمد بن عبد العزيز	المبارك.			
	المدارك.				
	مبرت.				
الهوية والقضايا المعاصرة	 پدرك مفهوم طاعة الحاكم (ولى 	 پناقش مفهوم طاعة الحاكم (ولى 	 پناقش مفهوم طاعة الحاكم (ولي 	 أحدد مفهوم طاعة الحاكم (ولي الأمر) 	 أحدد بدقة مفهوم طاعة الحاكم (ولي
A CONTRACTOR OF THE STATE OF TH	الأمر) وحكمها وأهميتها، لكله لا	الأمر) وحكمها وأهميتها، لكنه	الأمر) وحكمها وأهميتها، لكله	وحكمها وأهميتها، ويصمتم عرضنا شاملًا	الأمر) وحكمها وأهميتها، ويصنع
يظهر الطالب اعتزازه 1.1.6	يستطيع أن يُصمم عرضنا شاملا	يصعب عليه أن يُصمَم عرضا	يصعب عليه أن يُصتم عرضنا	متكاملا عن نعمة وجود الحاكم ومخاطر	عرضنا شاملًا متكاملًا
بشخصيته وهويته ووطنه وتقنيره	متكاملا عن مخاطر التفزق	شاملا متكاملا عن نعمة وجود	شاملا متكاملا عن نعمة وجود	الخروج على الحاكم، وتَقْرَق الكلمة.	عن نعمة وجود الحاكم ومخاطر الخروج
لتراثه و تقافته والنزامه بثوابه			الحاكم ومخاطر الخروج على	يكون عددًا من النماذج المحفزة على ♦	على الحاكم، ويظهر نتاتج وحدة الصف
و هادئه و نقاليده.	والتشرد.	الحاكم ومخاطر الخروج على	الحاكم.	الانخراط في التنمية وبناء الشخصية	والكلمة.
	يدرك مجموعة منتوعة من ي	الحاكم.	يُفسَر مجموعة متنوعة من القضايا <	التي تظهر قدرة على تطبيق المبادئ	يُحذُدُ أهمية التُتمية، ويربطها بالرها على ٠
يظهر الطالب فهذا للقضايا 1.2.6	القضايا العالميّة في القرن الحادي	يُفسَر مجموعة متنوعة من القضايا ٠			
والشعديات المعاصرة وقدرة على	والعشرين والتي تؤثر بشكل	العالمية التي تؤثر بشكل مباشر	العالميّة التي توثر بشكل مباشر على	والأحكام الإسلامية والثوابت الوطنية،	المجتمع، ويكون عددًا من النماذج
تحليلها وإيجاد حلول لها معتمدًا على	مباشر على مواطني دولة	على مواطني دولة الإمارات العربية	مواطني دولة الإمارات العربية	مع وجود الأخطاء بين الفينة والأخرى.	المحفزة على التنمية وبناء الشخصية
المبادئ والأحكام الإسلامية	الإمارات العربية المتحدة دون	المتحدة، ولكنه لا يتمكن من تكوين	المتحدة، ولكنه لا يتمكن من تكوين		القيادية التي تظهر قدرة على مواكبة
1000	تحديد كل قضيّة على حدة.	تماذج محفزة للتتمية.	نماذج محفزة للتنمية.		عصرها
				N .	

Islamic (Non-Native)



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

Year 10 Curriculum: Islamic (Non-Native)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Divine revelation:- Surah al Hujuraat (1–10) In the Presence of Allah, His Messenger, and the Ruler (Holy Qur'an) The Seven Grave Sins (Hadith Noble) The Forgiving, the Just (Al Ghafoor, Al Adl) (Faith and Creed) Exchanging Advice in Islam (Naseeha) (Etiquette of Islam) Hajj (Aqeedha) The Farewell Pilgrimage (Seerah) Blind imitation (contemporary issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. Ministry book Unit 1 & 2	How and why do Muslims recite Quran and hadeeth? UAE Link: The UAE's demonstration of concern in the Holy Quran by establishing centres for the memorization of the Holy Quran as well as conducting annual competitions for memorization of the Qur'an and to select the most beautiful voices in Qur'an recitation at the world Islamic level.	 ♣ Rcite and analyse the meaning of Surah Al Hujraat. ♠ Analyse and describe the situation mentioned in verses. ♣ Evaluate and explain the 7 destructive sins. ♣ Infer some of the significance of the Qur'anic verses. ♣ Identify the characteristics of Allah Almighty's Al Adl. ♣ Explain the areas of divine justice. ♣ Explain the areas of divine justice. ♣ Explains the benefits and effects of exchanging advice the individual and society. ♣ Identify Hajj is one of the pillars of Islam ♠ Explain the types of Hajj and their rituals ♠ Explains the most importance of the farewell pilgrimage. ♣ Describe the importance of Haj tul Wida ♠ Explains the meaning of blind imitation. ♣ Distinguish between good imitations and bad imitations. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment, This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	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 builds on your existing knowledge about various standard and surah from 9. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly 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	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 10 Curriculum: Islamic (Non-Native)



	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
Divine revelation Surah Al- Waqi'ah (1-26). (Holy Quran) Ahkam Al-Ra' (Rules for Tajweed Recitation) Bearing Good News and Warning (Hadith Noble) Justice in Islam (Islamic values) Zakah, Alms- giving/Necessar y Charity in Islam (worship) Imam Muslim (characters) Security and safety (contemporary issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in islam. Ministry book Unit 3 & 4	How and why justice is important in Islam? UAE Link: Justice among the members of the society and putting the wrongdoer to trial in order to preserve the security and stability of society.	 Explain the meanings of noble Qur'anic verses. Identify the types of people on the Day of Resurrection. Explain the rules and types of Raa. Apply the rules of Raa while reciting the Holy Qur'an. Explores the relationship between belief in Allah and fear of Him in secret and in public. Explain the effects of concealing forbidden actions. Explore the areas of justice and the benefits of justice. Identify the Zakat is one of Pillar of Islam. Explain the rules and benefits of zakat on the individual and society Describe the categories of zakat recipients. Explore the biography and teachings of Imam Muslim. Explains the contributions of Imam Muslim in preserving the hadith. Identify the importance of security and safety. Explores the importance of security in the life of the individual and society. Enlist the ways to achieve security. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	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 builds on your existing knowledge about various standard and surah from term1. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly 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	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 10 Curriculum: Islamic (Non-Native)



	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
Divine revelation: Surat Al-Waql'ah (27–56). (Holy Quran) A Muslim's Right to His Brother (Hadith Sharif) Etiquette in the Market and Public Utilities (Islamic Values) Sharia ruling (worship) Imam Ahmed bin Hanbal (Biography and Personalities) Intellectual tolerance (contemporary issues)	This term will recite and analyse the sural and its rules, explore the haddeeth, significance of some important act in Islam. Ministry book Unit 5 & 6	What is blind imitation and how it can be bad or good? UAE Unk:: Establishment of the Zakat. Fund as per a federal law on November 15, 2003 under the command of Sheikh Zayed bin Sultan Al Nahyan to be specialized in the service of Zakat, spreading awareness about it, accepting and disbursing it to the recipients with utmost sincerity and accuracy to ensure the establishment of a cohesive society	 Deduces the manifestations of God Almighty's power. Explain the rewards and punishments for doing good and doing wrong. Explain the rights of Muslims to one another. Identify the etiquette of the market. Explain the rules and regulations for using public facilities. Identify the meaning of sharia rulings. Explains the types of Sharia rulings. Explain the biography and teachings of Imam Ahmed bin Hanbal (R.A.) Explain the role of Imam Ahmed in preserving the Prophet's hadith. Identify the iterated tolerance. Explain the effects and benefits of intellectual tolerance on the individual and society. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Milei quitzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	Recite and memories the surah from Aut 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 builds on your existing knowledge about various standard and surah from term 2. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography, Allioh has made the earth and the sky subservient to mankind. Alloh Almighty has made them the subject of study and in-depth study of the aspects of the Greator, the Almighty, the concern of the believer when Alloh calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Alloh Almighty to discover the laws of the universe with all the creatures that Alloh has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Continue working on Islamic Treasure narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 10 Success Criteria: Islamic (Non-Native)



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

Year 10 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Islamic Rulings and its purposes Describe, classifies and conclude	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.
Prophet's biography & Personalities	Limited ability to describe the biography of important personalities and prophets.	Some information of Prophet and important personalities of Islam.	- Speak on the incident of the Prophet death and farewell pilgrimage, with confusion and simple errors. - Finds difficulty to conclude lessons from the incident of the Prophet death and farewell pilgrimage. - Describes partially the Prophet recommendations in the farewell pilgrimage - Can speak successfully on the most important situations of the biography of Imam Muslim Ibn Al Hajaj and Imam Ahmed Ibn Hanbal. - Finds it difficult to conclude lessons from the biography of Imam Muslim Ibn Al Hajaj and Imam Ahmed Ibn Hanbal.	- Speak with a proper language on the incident of the Prophet death and farewell pilgrimage. - Conclude some lessons from the incident of the Prophet death and farewell pilgrimage. - Describes completely the Prophet recommendations in the farewell pilgrimage. - Speak successfully on the most important situations of the biography of Imam Muslim Ibn Al Hajaj and Imam Ahmed Ibn Hanbal. - Conclude lessons from the biography of Imam Muslim Ibn Al Hajaj and Imam Ahmed Ibn Hanbal.	- speak with a proper language on the incident of the Prophet death and farewell pilgrimage. - Concludes accurately some lessons from the incident of the Prophet death and farewell pilgrimage. - Explains accurately the Prophet recommendations in the farewell pilgrimage. - Speak accurately on the most important situations of the biography of Imam Muslim Ibn Al Hajaj and Imam Ahmed Ibn Hanbal. - Concludes accurately lessons from the biography of Imam Muslim Ibn Al Hajaj and Imam Ahmed Ibn Hanbal.
National Identity and Contemporary Issues	Limited ability to understand the national identify and contemporary issues	Simple responses to the national identify and contemporary issues	-Identifies the types of security, and often explains their factors and identifies their priorities and develops a program for it, with errors. - Discusses partially the imitation issues, and often connects them with their reasons and results.	- Identifies the types of security and explains their factors and identifies their priorities and develops a proper program for them. - Discusses the imitation issues, and connects them with their reasons and results, identifies the categories that practice imitation and criticizes their behaviors.	- Identifies the types of security and explains their factors and identifies their priorities and develops a proper program for them. - Discusses the imitation issues, and connects them with their reasons and results, identifies the categories that practice imitation and criticizes their behaviors.

Year 11 Curriculum: Islamic (Non-Native)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Divine Revelation Surat Al-Kahf (1–8). (Holy Quran) The Meccan and Medinan Qur'ans (the Holy Qur'an and its sciences). The mind in Islam. (faith and creed) Schools of jurisprudence (rules of rulings). Endowments: Giving and Growth (Islamic Values) Sakina bint al Hussein (Biography and Personalities) Human Development in Islam (Contemporary Issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. Ministry book Unit 1 & 2	How and why do Muslims recite Quran and hadeeth? UAE Link: The keen interest of the UAE in the Holy Quran is seen through centers for the memorization of the Holy Quran in all emirates of the country	 Rcite and analyse the meaning of Surah Al Khaf. Analyse and describe the situation mentioned in verses. Analyse and summaries the story of the Companions of the Cave. Identify the wisdom behind the revelation of the Qur'an in piecemeal. Explains the features of the Meccan and Medinan Qur'ans. Summarises the benefits of knowledge in Mecca and Medina. Compares the efforts of Abu Bakr Al-Siddiq and Othman bin Affan in the service of the holy Qur'an. Explain the schools of jurisprudence. Compare and contrast between schools of jurisprudence. Clarifies the lack of contradiction between law and reason. Analyses the reasons for the emergence of schools of jurisprudence. Explain the meaning and types of endowment Explore the role, virtue, and importance of the endowment in serving the community. Explain the biography and teachings of Sakina Bint Al Hussain Identify the importance of the human mind. Deduce the characteristics of human development in Islam. Explain the characteristics of human development in Islam. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	Recite and memorise 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 builds on your existing knowledge about various standard and surah from 10. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Assign short research project to check their learning on Prophets and their teaching. Continue working on Islamic Treasure narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 11 Curriculum: Islamic (Non-Native)



	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/Furth er Exploration	Learning Skills
Tem 2: The Companions of the Cave. (The Holy Qur'an) The Sunnah of the Prophet. (the Noble Hadith) Dress etiquette. (Etiquette) Rulings on Marriage. (The Islamic ruling) The Prophet's Method in Taking Care of His Family. (Biography of the Prophet)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. Ministry book Unit 3 & 4	How recording sunnah had great impact on Muslim world? UAE Lank: The UAE puts great emphasis on three aspects; youth, education and empowerment on the sarth through lessons to educate leaders on the importance of development and its impact on the individual in particular and on the society in general.	Recite and analyse the meaning of Surah Ai Khaf. Analyse some situations in the story. Summarizes the story of the Companions of the Cave. Identify the types of sunnah. Explains the position of the Prophet's Sunnah on the Holy Qur'an. Explain the etiquette of dressing in Islam. Compare the clothing of Men and women in Islam. Explore the importance of economy in dress and adornment. Summarizes the benefits of adhering to Islamic etiquette in dress and adornment. Identify the rules and sharia law of marriage in Islam. Explains the foundations of choosing a husband and wife. Explore the rights of both husband and wife and the rights shared between them. Explore and describe the methodology of Prophet ways to take caring his family. Deduces the components of the Prophet's marital life it shows the messenger's care for his family.	You will learn by reciting, enalysing, exploring and linking the teaching of laam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quicase, Peer & self feedback and class discussions, Assign research base project. Summather Assessment: Final Oral assessment. Final Oral assessment, This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	Recibe and memorise the surah from Auz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the seaching of Islam" How it can support you and allow you to think critically and deeply.	This builds on your existing knowledge about various standard and surah from termt. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for callaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Assign a short research project to check their learning on Isra Al Miraj and Prophets. Continue working on Islamic Treasure narrow the gap Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 11 Curriculum: Islamic (Non-Native)



	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/Furth er Exploration	Learning Skills
The owner of the two gardens (the Holy Carr'an and its sciences). The efforts of scholars in memorizing the Sunnah (the Noble Hadith and its sciences). Belief in the unseen (faith and creed). Tolerance (Islamic values). Illhad in the cause of Allah(1). (The provisions of Islam and their objectives). The Prophet's Methodology in Dawah (Blography of the Prophet). Obedience of the Ruler (Contemplating Issues).	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in islam. Ministry book Unit 5 & 6	Why obdeince of ruler is impotant do you think Muslims always follow his ruler why or why not? UAE Link: Moderation in action and moderation in discourse in order to preserve the cohesion, interdependence and stability of society.	 Recite and explain the meaning of surah. Summarises the story of the owner of the two gardens. analyses some situations revaled in surah Al Khaf Explain the efforts of scholars in preserving the Sunnah. Explains the importance of believing in the unseen. Describe the manifestations of tolerance between people in life. Conclude the importance of tolerance and its effects on the individual and society. Identify the types of jihad. Explains the reason and oftypes of jihad in details. Explains the characteristics of the prophetic approach to preaching. Explains the characteristics of the prophetic approach to preaching. Explains the prophetic approach to preaching. Explains the prophetic approach to preaching. Explains the prophetic approach to preaching on the life of a Muslim. Identify the impact of rules on building the society. Explain the negative effects of disobedience to the ruler on the individual and society. Describe the link between obedience to the ruler and cultural advancement. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Oragoing assessments at the end of each topic and unit. Mini quitzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment will assess how effectively students develop and analyse the standard of MOL/KHDA in objective and subjective format.	Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam' inow it can support you and allow you to think critically and deeply.	This builds on your existing knowledge about various standard and surah from term2. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an eppartunity for collaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Continue working on Islamic Treasure narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 11 Success Criteria: Islamic (Non-Native)



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

Year 11 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Islamic Rulings and its purposes Describe, classifies and conclude	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.	- Connects artificially the rules of Jihad in Islam with Sharia controls and purposes - Explains partially the rules and purposes of Marriage, with errors Analyzes partially the reasons for appearance of schools of jurisprudence Concludes partially the reasons of the difference of jurisprudence between the four schools of jurisprudence with errors.	- Connects deeply and completely the rules of Jihad in Islam with Sharia controls and purposes. - Explains completely the rules and purposes of Marriage. - Analyzes correctly most of the reasons for the appearance of schools of jurisprudence. - Concludes correctly most of the reasons for the difference of jurisprudence between the four schools of jurisprudence.	explaining that with some contemporary examples. - Explains extensively and accurately the rules and purposes of Marriage. - Analyzes completely and correctly most of the reasons for the appearance of schools of
Prophet's biography & Personalities	Limited ability to describe the biography of important personalities and prophets.	Some information of Prophet and important personalities of Islam.	- Can conclude the factors of the Prophet marriage life, with simple errors Can prove the invalidity of a suspicion that was raised on the Prophet and his biography Can narrate the biography of Sukainah bint Al Hussein and Sheikh Ahmed Bin Abdul Aziz Al Mubarak Finds difficulty to conclude lessons from the biography of Sukainah bint Al Hussein and Sheikh Ahmed Bin Abdul Aziz Al Mubarak.	- Can successfully conclude the factors of the Prophet marriage life Can prove the invalidity of some suspicions that were raised on the Prophet and his biography, with some errors. - Can speak with a proper language on the biography of Sukainah bint Al Hussein and Sheikh Ahmed Bin Abdul Aziz Al Mubarak Can conclude lessons from the biography of Sukainah bint Al Hussein and Sheikh Ahmed Bin Abdul Aziz Al Mubarak.	- Can accurately conclude the factors of the Prophet marriage life. - Can prove accurately the invalidity of some suspicions that were raised on the Prophet and his biography. - Explains accurately the biography of Sukainah bint Al Hussein and Sheikh Ahmed Bin Abdul Aziz Al Mubarak. - Concludes accurately lessons from the biography of Sukainah bint Al Hussein and Sheikh Ahmed Bin Abdul Aziz Al Mubarak.
National Identity and Contemporary Issues	Limited ability to understand the national identify and contemporary issues	Simple responses to the national identify and contemporary issues	Discusses the concept of the (ruler) guardian obedience, and its ruling and importance, but finds difficulty to design a comprehensive presentation on the blessing of the ruler's existence and the risks of disobeying him. Interprets a various range of global issues which directly affect the nationals of UAE but can't establish forms that promote development.	- Identifies the concept of the (ruler) guardian obedience, and its ruling and importance, and designs a comprehensive presentation on the blessing of the ruler's existence and the risks of disobeying him and the conflicts. - Forms several forms that promote the involvement in development and building the personality that shows ability to apply the Islamic principles and provisions and the national concepts, with errors from time to time.	(ruler) guardian obedience, and its ruling and importance, and designs a comprehensive presentation on the blessing of the ruler's existence and the risks of disobeying him and the conflicts and separation. - Identifies the importance of development

Mathematics



Mathematicians at Horizon International School enter KS4 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



	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
Number Progression: Unit 1, 19, 28	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.	- What does it mean to be accurate and is it always important? - How do you explore the "DNA" of a number and what is it able it tell you? - How does a simple index bring the cosmic and the quantum into reach? - How many patients can we safely treat in this hospital? - How many users can simultaneously access this website without it crashing? UAE Link: 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.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge - Repeating processes 2. Apply your understanding of the topic to solve a variety of problems: - Make links across topics	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. 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	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.	This builds on and consolidates your understanding of Y7 Unit 1 and Y8 Unit 1. This builds towards gaining a deeper understanding of how numbers work and developing techniques to open a pathway to higher level Maths. This provides an opportunity for collaboration with Science, particularly with the use of accuracy and standard index form.	Alex's Adventures in Numberland - Alex Bellos Brilliant Blunders - Mario Livio Humble Pl - Matt Parker How to count to Infinity - Marcus Du Sautoy Numberphile: - 98 and the Grafting Numbers - The 10958 Problem - Encryption and Huge Numbers - Fermat's Last Theorem - Usain Bolt TedEd - Whats the difference between Accuracy and Precision?	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Algebra Progression: Unit 2, 12, 16, 17, 21, 26, 32	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.	To what extent are linear equations useful for modelling real-life scenarios? Do all equations have a solution? How can algebra reach beyond 3 dimensions? UAE Link: 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.	of problems:	tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult. 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. 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	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.	This builds on and consolidates your understanding of Y7 Unit 2 and Y8 Unit 2. This builds towards being able to solve general (rather than specific) problems that can be applied to any scenario and context. This links heavily with the Graphs, functions and calculus progression which begins to unlock the potential of algebra to solve real-world problems.	17 Equations that changed the World – Ian Stewart Fermat's Last Theorem – Simon Singh Numberphile: - Sequence with a mistake - Sum of natural numbers - Why do people hate Mathematics?	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis



	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
Proportional Reasoning Progression: Unit 3, 13, 23	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.	- What is the best way to write a number? - What is the optimal training duration and intensity required to optimize athletic performance? - How can the inverse square law be used to explain the relationship between physical variables? 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.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge - Repeating processes 2. Apply your understanding of the topic to solve a variety of problems:	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. 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	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.	This builds on and consolidates your understanding of Y7 Unit 3 and Y8 Unit 4. This builds towards developing an understanding of how to explore proportional relationships across a variety of contexts. This provides an opportunity for collaboration with Business in the form of Supply vs. Demand and optimization problems.	Exactly – Simon Winchester Numberphile: - Mathematical ways to choose a toilet - The golden ratio (why is it so irrational?) - 19 out of 20 NRECH: Mathematics in Financial Markets	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Geometry Progression: Unit 4, 6, 10, 20, 22, 24, 29	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.	- How is geometry used in navigation, GPS and mapping the Earth's surface? - What are the Axioms of Euclidean Geometry and how can we use these self-evident statements to prove everything else? - Do different types of Geometry exist? UAE Link: How did the recent UAE Space Mission's use Geometric principles to support with their success?	Make links across topics Multi-step problems Creative and efficient approaches Critical thinking Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	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. 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. 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	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.	This bullds on and consolidates your understanding of Y7 Unit 4 and Y8 Unit 5. This bullds towards 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. This provides an opportunity for collaboration with History.	Things to make and do in the 4th Dimension – Mott Parker Geometry Snacks – Ed Southall Wonder book of Geometry – David Acheson Numberphile: - How many ways can circles overlap? - Beautiful Triangles - Unexpected Shapes - Beautiful Trigonometry Veritasium: The discovery that changed Pi NRICH: How many Geometries are there? About Pythagorean Golden Means	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis



	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
Probability Progression: Unit 5, 15, 33	Learn the basic principles of probability, including expected outcomes and the probability of multiple independent and conditional events. Use representations such as tree diagrams, sample space diagrams and Venn diagrams to solve a variety of problems.	Is the success of this vaccine a result of its effectiveness, or is it down to chance? What is the probability that two people in a room share the same birthday? Should you stick with your original decision or change your mind? The Monty Hall Problem. UAE Link: Probability plays a crucial role in various aspects of the UAE, from risk-assessment in finance and insurance to weather forecasting and project planning.	a is it 1. Master the basic skills within a topic - Understanding concepts inginal frie and formulae - Application of knowledge - Repeating processes JAE, e and ing understanding of the topic to solve a variety of problems:	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. 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	Probability equips students with the tools to make informed decisions, which is particularly useful in fields of business, finance and project management. Probability is used to analyse and calculate risk, which is useful in industries such as insurance. Probability also has practical applications in forecasting, medical research and sports analysis.	This builds on and consolidates your understanding of Y7 Unit 5 and Y8 Unit 6. This builds towards developing the skills required to study A-Level Statistics and to enter the many industries that require future forecasting. This links heavily with the IGCSE Data and Statistics progression.	Do dice play God? - Ian Stewart Finding Moonshine Marcus Du Sautoy Numberphile: - The Monty Hall Problem TedEd: - Check your Intuition: The Birthday problem - The Last Banana - How many ways can you arrange a deck of cards	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Data and Statistics Progression: 7, 11, 24	Represent discrete and continuous data in a variety of ways including lists, frequency tables, cumulative frequency graphs, histograms and scatter graphs. Interpret these representations of data by calculating statistics and use them to make comparisons between sets of data.	- How does an understanding of data provide insights into the habits of people across the globe? Why is this useful? - Do you have an above average number of fingers? - Is it possible to be exactly 180 cm tall? UAF Link: The Dubai Statistics Center (DSC) and the Federal Competitiveness and Statistics Authority (FCSA) are organisations that provide valuable statistical data and reports for the UAE and Dubai. The UAE SDG Data Hub tracks and monitors progress towards implementing the UN Sustainable Development Goals in the UAE.	Make links across topics Multi-step problems Creative and efficient approaches Critical thinking Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	deepen your understanding 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. 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. 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.	There are no high-performing businesses and organisations that do not use an element of data and statistics to provide insights into performance, market research, consumer analytics, understanding past and predicting future trends. Oata analysis and statistics, along with probability, are at the core of informed decision making and are used in many fields ranging from public health and epidemiology to crime and public safety.	This builds on and consolidates your understanding of Y7 Unit 5 and Y8 Unit 6. This builds towards an innumerable range of careers that required handling and interpreting data. This provides an opportunity for collaboration with Business in the form of Supply vs. Demand and optimization problems	How to make the World add up – Tim Harford How not to be wrong – Jordan Ellenberg How to lie with statistics – Darrell Huff Numberphile: - Crystal Balls and Coronavirus (podcast) TedEd: - Ues, Damned Lies and Statistics - Population Pyramids - How Big Data can influence decisions	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis



	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
Graphs, Functions and Calculus Progression: Unit 8, 14, 18, 27, 30, 31	Learn about a variety of graphs and functions, including linear, quadratic, cubic, exponential, reciprocal and trigonometric, and understand their properties and behaviours. Explore derivatives and use calculus techniques to soive problems involving rates of change.	- How does calculus allow us to understand a constantly changing world? - Is there anything you can't put into a function? UAE Link: Calculus is extensively used in civil, mechanical and electrical engineering – fields that allow the UAE to be at the forefront of construction.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge - Repeating processes 2. Apply your understanding of the topic to solve a variety of problems:	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. 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	Graphs, functions and calculus can be used to model population growth and decay, to describe motion and forces, to analyse and optimise business processes and operations, and to predict changes in financial markets. Proficient understanding of graphs, functions and calculus opens doors to pursue higher education and careers in STEM related subjects.	This builds on and consolidates your understanding of Y8 Unit 2 and 5 and IGCSE Algebra Progression This builds towards gaining a deeper understanding this fundamental element of applied Maths, opening a pathway to higher level study and carers This provides an opportunity for collaboration with Science	Infinite Powers – Steven Strogatz Numberphile: - Parabolas and Archemides - The Riemann Hypothesis - The C Word (Podcast) TedEd: - What is Calculus used for? Dearnes L Graphing Calculator	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Transformations and Vectors Progression: Unit 9, 34	Explore translations, enlargements, reflections and rotations to understand how these transformations effect the position, size and orientation of geometric objects in a 2D plane. Learn about constructions, bisectors, loci and scale models. Learn about vectors as objects that represent magnitude and direction and solve problems with vectors in 2 dimensions.	- You learn how to construct on a small scale with compasses and rulers, but how can you scale this up to make it practically useful? - How do Global Positioning Systems (GPS) use loci and constructions? - How are vectors used in computer graphics and virtual reality? LIAE Link: The UAE has a strong commitment to the development and implementation of Artificial Intelligence (AI) in various sectors. In 2017 the UAE launched its National AI Strategy, which aims to position the UAE as a global hub for AI.	Moke links across topics Multi-step problems Creative and efficient approaches Critical thinking 3. Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	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. 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. 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	Transformations and vectors are used in computer graphics, virtual reality, 30 modelling and animations, robotics and autonomous systems. They are also used to solve problems related to forces and motion in physics.	This builds on and consolidates your understanding of Y7 Unit 4 and Y8 Unit 5. This builds towards careers in fields such as computer science and engineering. This links heavily with Computer Science and Physics.	Weirder Maths – David Darling and Agnijo Bonerjee TedEd: - What is a Vector? Numberphile: - Numbers and Free Will - Math and Movies (Animation at Pixar) An Introduction to Vectors - NRICH	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis

KS4 Success Criteria: Mathematics



Year 9 Content:

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1 – Number 1	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
Use a scientific calculator, accurately round numbers, estimate and check solutions	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
 Understand factors, multiples and primes (including HCF and LCM) 	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
 Understand rules of indices and apply to problems involving factors, multiples and standard index form 	with limited		Marie Charles and Marie Charles	accuracy	problems and
[THE TANKERS IN TURN TO THE SECOND STOCK IN THE SECOND S		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 begin to apply understanding to solve problems with real-life context	Application of the second second	0.000 4 D 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000

KS4 Success Criteria: Mathematics



Year 10 Content:

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 10 – Trigonometry 1 - Use basic Right-Angled Triangle Trigonometry (SOHCAHTOA) to solve a variety of problems in 2D - Understand bearings and make scale drawings Unit 11 – Data and Statistics 2: Averages and Spread	Can perform a minority of basic processes/skills with limited	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
Unit 11 – Data and Statistics 2: Averages and Spread Find mean, median, mode, range and interquartile range from listed data Interpret frequency tables, deal with changes to a set of data and make comparisons between sets of data Draw and interpret cumulative frequency graphs Unit 12 – Algebra 2 Factorise and solve equations in the form x² + bx + c = 0 (including difference of two squares) Change the subject of a formula Form and solve equations (including quadratics) from a variety of contexts Solve linear inequalities and represent solutions on a number line Unit 13 – Compound Measures Convert between units of measure in all 3 dimensions Use formulae and solve problems involving speed, density and pressure Unit 14 – Graphs 2 Find the equation of a straight line in a variety of ways Understand the relationship between parallel and perpendicular lines Find the midpoint of a line segment Represent linear inequalities graphically Unit 15 – Sets and Venn Diagrams Read and understand set notation, draw Venn Diagrams and find associated probabilities Unit 16 – Algebraic Manipulation 1 Factorise and solve equations in the form ax² + bx + c = 0 (incl a ≠ 1) Solve equations using the quadratic formula Unit 17 – Simultaneous Equations Solve linear simultaneous equations using algebraic methods Understand that the solution to simultaneous equations is represented by a point of intersection Unit 18 – Graphs 3 Plot and recognise quadratic, cubic, reciprocal and exponential graphs using a table of values	with limited accuracy 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 topic Can begin to apply understanding to solve problems with real-life context	accuracy Can remember the vast majority of rules facts consistently Can make links between different content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to solve problems with real-life context Can evaluate a variety of approaches to solve problems	problems and consistently select the most efficient one Can confidently and accurately solve multi-step problems, with or without context Can seamlessly move between topics in order to solve a wide variety of problems Can demonstrate creativity when approaching unfamiliar problems

KS4 Success Criteria: Mathematics



Year 11 Content:

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 19 – Bounds Find the upper and lower bounds of a number and use these in further calculations Unit 20 – Trigonometry 2 Use the Sine rule, Cosine rule and Area of a triangle formulae to find missing lengths, angles and areas Use a combination of Pythagoras' Theorem and Trigonometry in 3D Apply the Sine rule, Cosine rule and Area of a triangle formulae to algebraic scenarios and to the ambiguous case involving an obtuse angle Sketch the graphs of $y = \sin(x)$, $y = \cos(x)$ and $y = \tan(x)$ Unit 21 – Algebraic Manipulation 2 Change the subject of a formula where the subject appears more than once Simplify, and manipulate algebraic fractions (including solving equations that lead to a quadratic) Algebraic proof (including recurring decimals to fractions) Unit 22 – Similar shapes Use similar shapes to solve problems involving length, area and volume Convert between metric units for area and volume Unit 23 – Direct and Inverse Proportion Use corresponding values to form equations involving a constant of proportionality for direct and inverse proportion Understand graphical representations of directly and inversely proportional relationships	Working Below Can perform a minority of basic processes/skills with limited accuracy Can remember a minority of rules and facts with varying consistency	Can perform some basic processes/skills with accuracy	Working At Can perform most basic processes/skills with accuracy Can remember most rules and facts consistently Can begin to make links between different content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to solve problems with real-life context	Working Above Can perform the vast majority of processes/skills with accuracy Can remember the vast majority of rules facts consistently Can make links between different content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to solve problems with real-life context	Significantly Above Can evaluate a variety of approaches to solve problems and consistently select the most efficient one Can confidently and accurately solve multi-step problems, with or without context Can seamlessly move between topics in order to solve a wide variety of problems Can demonstrate
Unit 24 – Histograms - Understand the concept of frequency density - Draw and interpret histograms Unit 25 – Circle Theorems - Remember and apply circle theorems					Can demonstrate creativity when approaching unfamiliar problems
- Remember and apply intersecting chord/secant theorems					

Media



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

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

These aims are realised through our curriculum which:

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

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

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



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM IA	Media language and representation An introduction to industries and audiences	What is 'media' and how does it use language to represent different groups, genres and industries? <u>UAE Link:</u> How is media representation different in the Gulf in comparison to the West?	Define and differentiate between different types of media forms/platforms/mass communication Identify and understand specific media language terminology and codes (semiotics) Analyse the effect of media synergy and technological convergence Investigate into different industries and how they operate Comparison and analysis of different media industries and their impact on audiences Understand and explain different genres within different industries as well as hybrid-genres Apply narrative theories to a range of different examples.	Through exploring a range of different types of media platforms and analysis of the exam board CSPs (close study products) to better consolidate the learning. Assessment for Learning: Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment Summative Assessment: In class exam style questions and using past papers	To develop an understanding of a range of media forms and perspectives it creates, which is relevant to our daily lives. The media helps shapes our understanding of the world and different groups so it's important to develop an understanding of how they do that and the specific language and codes that are used. Study of these topics provide opportunities for exploring contemporary issues through the use of different media in creative	This builds on existing firsthand knowledge and experiences of the media, as well as key historical and technological events. This builds towards a further understanding of the power of media influences. This provides an opportunity for collaboration between History and Psychology.	Students will have to create their own advertisement campaign using originally captured content. This will take the form of a group project attached to a field trip. They will then present their campaigns to a panel of judges to evaluate their production and outcome. There will also be fortnightly wider reading/exploration based around topics covered in lessons.	Critical thinking Creativity Collaboration Debate Evaluation Inquiry Research Design Thinking Theoretical application Technical skills using editing software Technical skills using hardware Research
TERM 18	Colline and social participatory Advertising and Marketing	To evoluate how online personalities target their audiences using online platforms. How does the media use advertising and marketing strategies to 're-present' reality to the masses? <u>UAE Unix</u> : How do marketing strategies differ in the Gulf in comparison to the West?	- Understand and explain different types of fans and the role of fandoms - Exploring stereotypes within media representation (positive and negative) - Analysing advertisements and comparing different methods of persuasion - Evaluating social, historical and political contexts surrounding advertisements	Through exploring a range of different types of media platforms and analysis of the exam board CSPs (close study products) to better consolidate the learning: • Kim Kardashian • Marcus Rashford • NHS Represent Video • Galaxy 2014 • OMO Assessment for Learning: Practical application to examples and CSPs, questioning, peer assessment, self-assessment, mini project. Summative Assessment: Mock exam question based projects completed This assessment will assess how effectively students have developed their understanding of the topic and how well they are able to apply key terminology and ideas	and practical ways. We consume advertisements daily and there are specific methods used in them to represent different ideas to us.	This builds on existing analytical skills but for more focused areas. This builds towards a better understanding of media methods and key terminology necessary for exam settings and NEA. This provides an opportunity for collaboration between Moral Education and Social studies.		



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 2	Videogames Music Videos	How can the content we consume from different media industries and platforms influence our daily life choices? UAE Link: Media industries are a lot more censored in the UAE, but is this a positive or does it diminish the creativity/art behind said industries?	To explore the videogame industry and how it's regulated To analyse how magazines are used to represent and target different groups in society through a range of media codes Summarise and articulate the major developments in the history of music videos To evaluate how technological advancements have impacted music videos To explore the relationship between artists, music videos and audiences To evaluate how music videos and audiences To evaluate how music videos are used to represent artists	Through exploring the following Close Study Products dictated by the exam board, and answering set questions to develop understanding and analysis of them: Lara Croft: Go BlackPink the Game BlackPink Arctic Monkeys Assessment for Learning: Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment In class exam style questions and using past papers.	The topics covered in these units build on term 1 content which were the foundation of understanding specific media industries and how they operate. Students will gain a more in-depth analysis into industries that dominate the media scene through the analysis of the Close Study Products, which will consequently equip learners with vital knowledge and terminology necessary for their exams.	This builds on existing knowledge of media industries and how they operate This builds towards a better understanding of key industries and how they specifically target audiences This provides an opportunity for collaboration between Media and Business Studies	Devising a marketing strategy for the launch of a new videogame including advertisement posters There will also be fortnightly wider reading/exploration based around topics covered in lessons	Critical thinking Debate Evaluation Analysing Annotating Inquiry Research Planning Strategising Creativity



277	hat 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
As	lm evision and ssessment reparation	Does the media represent or represent different groups in society? UAE Link: What does representation look like for the MENA region and how does that reflect its cultural context?	Understand the effectiveness of Hollywood as an industry Summarise the main points and concerns surrounding ownership and the regulation of the film industry To apply contextual, social and historical factors to evaluate the film industry overall and its effect on the public	Through exploring the following Close Study Products/topics dictated by the exam board, and answering set questions to develop understanding and analysis of them: • Marvel • Disney • Hollywood Film Studios • Black Widow Assessment for Learning: Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment Summative Assessment: In class exam style questions and using past papers	Students will gain a more in-depth analysis into how the media represents different groups in society and will debate the reality and ethics of these representations through the analysis of the Close Study Products. All knowledge gained which will consequently equip learners with vital knowledge and terminology necessary for their exams.	This builds on existing knowledge of media representation This builds towards a better understanding of how the media re- presents reality This provides an opportunity for collaboration between Moral Education and Social studies.	Discussion and debate surrounding media representation of different groups in the film industry	Critical thinking Debate Evaluation Analysing Annotating Inquiry Research Planning Strategising Creativity

Year 10 Success Criteria: Media



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Differentiate between different types of media forms and industries	Limited recall of basic facts about different media platforms	Can recall basic facts with limited use of accurate terminology	Can recognise and explain a range of media platforms and industries, and can explain them using some accurate terminology	Can analyse a range of platforms and industries using accurate terminology	Can evaluate and compare a range of platforms and industries using ample accurate terminology
Categorise different types of audiences within different media industries	Limited recognition of different types of audiences	Can recognise the terms associated with media audiences such as niche, demographics and USP	Can explain different media audiences and associate them with different industries using key terms	Can apply theoretical references to analyse different media audiences	Can evaluate the power of media influence on different audiences using theoretical references and ample key terminology
Explore representation of different groups within the media	Limited understanding of different groups within media	Can categorise different groups within media and common stereotypes of the groups	Can explain the difference between representation and re- presenting using specific examples	Can apply knowledge of representation to Close Study Products using some key terminology	Can explore representation within the Close Study Products using ample key terminology
Apply a range of theories to explore a range of close study products	Limited understanding of different theories and the close study products	Can explain different theories and different close study products	Can apply some theories to different close study products	Can analyse different close study products using a range of different theories	Can evaluate with confidence and perception, a range of different theories to a wide range of close study products
Evaluate the advantages and disadvantages of the media	Limited understanding of the importance of ethical considerations surrounding the media	Can recognise the importance of ethical considerations surrounding the use of media and representation	Can explain how different industries are regulated with reference to ownership, conglomeration and certifications	Can justify opinions on how different media industries operate and are regulated, with reference to Close Study Products	Can evaluate the importance of media regulation on media representation



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
ONGOING ACROSS TERM 1/2	Non-Exam Assessment	How important is branding and marketing in today's society? UAE Link: Consider media personalities in the UAE and how they influence the region.	Consolidate understanding of key conventions for different types of media platforms Introduce NEA briefs and expectations Plan NEA project Write the accompanying statement of intent Create original content for NEA Review and improve NEA project (including statement of intent)	Through revisiting analysis of the CSPs (close study products). This will allow for closer exploration of the type of conventions and factors that need to be included for a successful NEA. Careful planning, reviewing and improving will also be necessary at every stage of the NEA process. Assessment for Learning: Practical creation of original media content and copy. Summative Assessment: Use of exam board NEA mark scheme and moderation	The creation of an original media project will give learners first-hand experience of industry-based skills, software and equipment. Going through the process of creating branding and the necessary content for it, from inception to the end product, will refine technical and editing skills, as well as creative writing skills.	This builds on existing firsthand knowledge media representation and branding. This builds towards a further understanding of technical application. This provides an opportunity for collaboration between Media and English.	This entire unit is project-based learning where students work on designing their own original Media product. This requires research into the designated persona and target audience, planning, designing and improving. It also further develops confidence and critical thinking as this is a solo project where students have to independently produce the final content.	Critical thinking Creativity Evaluation Research Design Thinking Theoretical application Technical skills using editing software Technical skills using hardware Research Evaluative writing



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
TERM 1	Television Industry Film Industry	How does social, cultural, historical and political context influence the reception of messages within the TV/Film industries? UAE Link: What does the TV/Film industries look like in the MENA region and how influential are they?	Understand how the consumption of television has been affected by technology and streaming platforms Compare and contrast different television series to evaluate how they cater to their audiences Understand the effectiveness of the British Film Industry Summarise the main points and concerns surrounding ownership and the regulation of the film industry To apply contextual, social and historical factors to evaluate the TV/film industries and their overall effect on the public	Through exploring the following Close Study Products/Topics dictated by the exam board, and answering set questions to develop understanding and analysis of them: • The BBC • His Dark Materials • Dr Who • I, Daniel Blake Assessment for Learning: Practical application to examples and CSPs, production of mini projects, questioning, peer assessment, self-assessment Summative Assessment: In class exam style questions and using past papers	Students will gain a more in-depth analysis into what different factors influence news that is reported mainstream. They will also explore and debate the significance of social, cultural and political influence on these industries. All knowledge gained which will consequently equip learners with vital knowledge and terminology necessary for their exams.	This builds on existing firsthand knowledge and experiences of the media, as well as key historical and technological advancements. This builds towards a further understanding of media industries and the conglomerates that run them. This provides an opportunity for collaboration between History and Sociology.	Discussion and debate surrounding media representation of different groups Devising a marketing strategy for the launch of a new music video There will also be fortnightly wider reading/explorati on based around topics covered in lessons.	Critical thinking Analysing Debate Evaluation Inquiry Research Cross-reference Decoding Creativity Collaboration



	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
TEBM 2	 Newspapers Radio Magazines 	Does the media represent or represent different groups in society? UAE Link: What does representation look like for the MENA region and how does that reflect its cultural context?	Examine how the audience effects the representation presented within the media To summarise how different mediums target different groups in society (NRS scale) To examine ownership and regulations and how that influences content To debate the importance of social, cultural and political significance on different media industries	Through exploring the following Close Study Products dictated by the exam board, and answering set questions to develop understanding and analysis of them: • The Daily Mirror • The Times • Radio 1 • Kiss FM • Heat • Tatler Assessment for Learning: Practical application to examples and CSPs, production of mini projects, questioning, peer assessment; peer assessment: In class exam style questions and using past papers	Students will gain a more in-depth analysis into how the media represents different groups in society and will debate the reality and ethics of these representations through the analysis of the Close Study Products. All knowledge gained which will consequently equip learners with vital knowledge and terminology necessary for their exams.	This builds on existing knowledg e of media representation This builds towards a better understanding of how the media re- presents reality This provides an opportunity for collaboration between Moral Education and Social studies.	Discussion and debate surrounding media representation of different groups Design a magazine front page OR create an ad for the launch of a new radio station	Critical thinking Debate Evaluation Analysing Annotating Inquiry Research Planning Strategising Creativity



	0.03.0	hat 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
TERM3	2. R a P	eview of IEA project evision and Exam Preparation	What is 'media' and how does it use language to represent different groups, genres and industries?	To review and improve NEA project To review media industries and audiences To consolidate understanding of media language and codes To consolidate understanding of media representation and stereotypes	Through revision of all the Close Study Products dictated by the exam board, students will consolidate their understanding all of 4 media theoretical frameworks (language, representation, industries and audiences). Assessment for Learning: Practical application to examples and CSPs, questioning, quizzes, debates, peer assessment, self-assessment Summative Assessment: In class exam style questions and using past papers	Students will have ample opportunity to address any misconceptions with a final analysis/review of all the Close Study Products from the exam board. This unit will also heavily focus on exam prep, revision of key terminology and theories surrounding the 4 frameworks.	This builds on existing knowled ge of media frameworks This builds towards a better understandin g of how the media operates. This provides an opportunity for collaboration between Moral Education and Social studies.	Discussion and debate surrounding media Creating an original exam question	Critical thinking Debate Evaluation Analysing Annotating Inquiry

Year 11 Success Criteria: Media



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Plan and create an original media project	Displays limited understanding of general media language and technical application	Displays some understanding of general media language and technical application	Applies good understanding of media language and technical application	Displays secure understanding of media language with a range of technical skills applied	Conscientiously plans an effective original media project with clear use of media language. Creates a convincing project using a wide range of technical skills
Evaluate original media project	Limited analysis of creative process and representations achieved through various use of media codes	Good analysis of creative process and representations achieved through various use of media codes	Clear analysis of creative process and representations achieved through various use of media codes	Perceptive analysis of creative process and representations achieved through a range of examples	Meticulous analysis of creative process and representations achieved through a range of examples and reference to theory
Explore representation of different groups within the media	Limited understanding of different groups within media	Can categorise different groups within media and common stereotypes of the groups	Can explain the difference between representation and re- presenting using specific examples	Can apply knowledge of representation to Close Study Products using some key terminology	Can explore representation within the Close Study Products using ample key terminology
Apply a range of theories to explore a range of close study products	Limited understanding of different theories and the close study products	Can explain different theories and different close study products	Can apply some theories to different close study products	Can analyse different close study products using a range of different theories	Can evaluate with confidence and perception, a range of different theories to a wide range of close study products
Consolidate understanding of media industries through exploring social, historical and cultural influences	Limited understanding of social, historical and cultural influences on the media	Demonstrates some understanding of social, historical and cultural influences on the media	Demonstrates clear understanding of social, historical and cultural influences on the media with use of examples	Demonstrates secure understanding of social, historical and cultural influences on the media with use of examples and theories	Demonstrates a multi-layered understanding of social, historical and cultural influences on the media with use of a wide range of examples and theories

MFL (Modern Foreign Languages)



Horizon International School's pupils are inquisitive and work with enthusiasm. 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

Year 10 Curriculum: MFL (French)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	How to talk about where I live Information on post office, banks and lost and found offices How to talk about the weather	How to talk about where I live? How to talk about the social activities How to talk about your community UAE Link: https://www.dayoutdubal, ae/blog/safari/traditional-food-of-use/ https://u.se/en/information-and-services/visiting-and-exploring-the-use/what-to-do-in-the-use/shopping https://u.se/en/media/eve-nts https://u.se/en/media/eve-nts	Using polite language and asking questions in the tu and vous forms Describing family celebrations using venir de + infinitive Understanding banking services as well as the post office and lost and found Using 'll fait' to express the weather not 'c'est'	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment Module 3 assessment in listening, reading, writing and speaking	To be familiar with traditional French cuisine and festivals To be able to go shopping to buy clothes To understand how French-speaking countries celebrate special occasions and festivals To understand important services and how they work in France	This builds on using irregular verbs This builds towards learning about French culture and traditions and preparing for role play in the GCSE speaking examination This provides an opportunity for collaboration between English and Food Technology	Research francophone festivals and celebrations Read French fashion magazines/ blogs Discover Parts Fashion Week Find traditional recipes for French special occasion cuisine and recreate them	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 2:	Describe the holiday of your dreams Making hotel reservations Ordering food How to narrate a holiday	How can I compare where I live with Francophone countries? How can I book and review a hote!? How can I negotiate the price? UAE Link: https://www.dubaitravelgu ide.info/visit-dubai/ https://www.dubaicares.ae/initiatives/	Talking about where you live, weather and transport Describing a region using the pronoun y Talking about your town, village or district using negatives Discussing what to see and do and asking questions Discussing plans and the weather using the near future tense Describing community projects using the present, perfect and future tenses	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet Summative Assessment Modules 4 assessment in listening, reading, writing & speaking	To be familiar with vocabulary related to local, international and global areas of interest. To be able to book a hotel in a Francophone country	This builds on narrating on event as well as descriptions ond comparatives This builds towards using more tenses to express the future This provides an apportunity for collaboration between Geography and English	Research a French- speaking town/city Research community projects in a French town or where you live Present your ideal holiday destination Design your ideal town/city Research the weather in a francophone country and discuss how it affects lifestyle/economy/tourism	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 10 Curriculum: MFL (French)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 3:	How to talk about school	How can I talk about my school compared to schools in France and throughout the world? UAE Link: https://w.ae/en/information-and-services/education https://hisdubal.ee/our-school	Giving opinions about school subjects and describing school facilities Describing school uniform and the school day Talking about subjects and teachers using comparatives and superlatives Describing your school past and present using the imperfect and present tenses Using negatives Talking about school rules and problems using verbs followed by an infinitive Talking about plans for a school exchange using the near future Discussing activities and achievements at school using the imperative	Through exploring Assessment for Learning: Reading aloud Ustening 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 Summative Assessment Module 6 assessment in listening, reading, writing and speaking	To be familiar with the French education system To express opinions about school-related topics To be able to use and recognize four tenses effectively	This builds on using comparatives and superlatives to express opinions This builds towards using negatives and reinforcing the imperfect tense. Also tockling more complex listening comprehensions and narrating in four different tenses This provides an opportunity for collaboration with English and extra-curricular activities	Research the French education system or other Francophone countries to compare Find out about school rules in French schools Look at uniform worn in French countries Research twinned exchange towns and cities in France	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Tearnwork Patience Motivation Confidence

Year 10 Curriculum: MFL (Spanish)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	How to talk about interests and influences How to describe my region	How can I talk about my interests as well as media in my country and in hispanic countries? How can I talk about my region and compare it to Hispanic countries UAE Link: https://u.ee/en/about-the-uae/culture/sports-and-recreation https://www.filmdistrictdubai.com/blogs/dubai-film-industry-the-filmmakers-hub-of-the-uae/types-of-media https://u.ee/en/media/media-in-the-uae/types-of-media https://www.elfdubai.org/en/home	Talking about free-time activities Describing what you do in your free time Talking about media, film and television Talking about sport and using the imperfect tense to talk about what you used to do Using words that have more than one meaning Discussing role models Using two past tenses together Describing your local area Asking for directions Shopping Making plans Making omparisons Asking for help	Through exploring Assessment for Learning: Reading aloud Ustening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment: Module 4 & 5 assessment in listening, reading, writing and speaking	To be familiar with the Spanish media To express opinions about film, television and role models To be able to talk about our interests To be able to use a variety of tenses together To be familiar with the contrasts between life in a city and the countryside To understand more about Spanish towns, cities, countryside To be able to go shopping in a Spanish speaking country	This builds on using comparatives and superlatives to express opinions This builds towards using negatives and reinforcing the imperfect tense. Also tackling more complex listening comprehensions and narrating in four different tenses This provides an opportunity for collaboration with English, Media and Sport	Research Spanish-speaking role models Research popular magazines, comics, social media sites in hispanic countries Look at traditional Spanish literature and research some well-known authors Find out about reading habits in the past compared to nowadays Present a profile of your favourite author/sportsperson Research an area of Spain that interests you / or, a Spanish speaking country Prepare a guide for a vistor on how to go shopping effectively, ie. How to aks for various things in a shop Make a phrasebook on how to give directions effectively	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 2	How to talk about where you live and your region	How can I talk about where I live? How can I go shopping in Spain? UAE Link: https://www.visitdubai.com/en/ / https://www.timeoutdubai.com/shopping/best-places-to-shop-in-dubai	Describing your local area Asking for directions Shopping Making plans Making comparisons Asking for help	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet Summative Assessment Module 5 assessment in listening, reading, writing and speaking	To be familiar with the contrasts between life in a city and the countryside To understand more about Spanish towns, cities, countryside To be able to go shopping in a Spanish speaking country	This builds on asking and responding to questions This builds towards using a variety of tenses and understanding information on the telephone This provides an opportunity for collaboration with Geography	Research an area of Spain that interests you / or, a Spanish speaking country Prepare a guide for a vistor on how to go shopping effectively, ie. How to aks for various things in a shop Make a phrasebook on how to give directions effectively	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 10 Curriculum: MFL (Spanish)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 3:	How to talk about free-time activities	How can I discuss my hobbies and pastimes? How can I talk about Spanish festivals? How can I talk about a special day? UAE Link: https://u.ae/en/about-the-uae/culture/sports-and-recreation https://cinemauae.com/	Talking about free-time activities using stem-changing verbs Talking about TV programmes and films using adjectives of nationality Talking about what you usually do using soier + infinitive Talking about sports using the imperfect tense Discussing role models using a variety of past tenses Talk about Spanish festivals	Through exploring Assessment for Learning: Reading aloud Ustening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet Summative Assessments Module 4 assessments in listening, reading, writing & speaking	To be able to talk about free time activities as well as media	This builds on identifying correct statements about a text as well as leisure vocabulary This builds towards listening for different tenses and using stemchanging verbs This provides an apportunity for collaboration with English, Sport and Media	Research the film industry in the UAE Presentation on your favourite TV show Prepare a presentation on your role model Research successful UAE / Francophone athletes	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 11 Curriculum: MFL (French)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	How to talk about further education and jobs as well as charity	How can I talk about my future studies and employment? UAE Link: http://www.usecd.org/hig her-education#:~rtext=UAE%20 University%20awards%207 0%20undergraduate,langua se%200%20instruction%20 is%20English. https://ae.indeed.com/l-dubai-jobs.html?vik=e9699d3330ad1cf5	Talking about different jobs and job preferences Talking about volunteering Using adverbs to discuss the importance of language learning Applying for a job using indirect object pronouns Using different ways to express future plans, including the subjunctive tense	Through exploring Assessment for Learning Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet Summative Assessment Module 7 assessment in listening, reading, writing and speaking	To express opinions future plans and employment as well as language learning To be able to use and recognize five tenses effectively To be able to understand and use subjunctives effectively as well as direct and indirect object pronouns	This builds on identifying correct stotements about a text as well as work vocabulary This builds towards listening for different tenses and using stemchanging verbs This provides an opportunity for collaboration with English and Business Studies	Research an area of employment that interests you and present on what you would need to do study for that job and the job description Discover how you might do some volunteering, perhaps in a Francophone county Apply for a job and prepare for an interview, how would you promote yourself?	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Tearmwork Patience Motivation Confidence
Term 2:	How to talk about the environment	How can I be more aware of environmental and social issues in the world? How can I learn about different places in France? UAE Link: https://u.ae/en/information-and-services/environmental-challenges-in-the-uae https://sdgsue-fcsa.opendata.arcgis.com https://www.moec.gov.ae/en/-reduced-inequalities	Discussing environmental problems and their solutions Discussing global issues, inequality and poverty in the world Using st + present tense Recognising and using the pluperfect tense Verbs of possibility Speaking practice, role plays, photocards, general questions Exam paper practice	Through exploring	To understand how to effectively discuss social and environmental issues in the world	This builds on agreeing and disagreeing in a discussion and reading for gist This builds towards coping with longer texts and listening to social and cultural context as well as adding complexity to written and spoken language This provides on opportunity for collaboration between Georgraphy and English	Research what other problems exist in different Francophone countries, how do they differe country to country Do a presentation based on how you can help the environment where you live Find an article on poverty/inequality in French and note some new vocabulary and phrases	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teannwork Patience Motivation Confidence

Year 11 Curriculum: MFL (French)



	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
Iem3:	Exam preparation for the final exams Practice exam-skills and strategies for the writing, reading, listening and speaking exam Complete a series of past papers	How can I choose my photo for the speaking exam How can I understand the mark scheme? UAE Link: http://www.uaecd.org/hig her-education#:~itext=UAE%20 University%20awards%207 0%20undergraduate.language%20of%20instruction%20 is%20English, https://ae.indeed.com/I-dubai-lobs.htmi?vik=e9b99d3330ad1cf5 https://dubaicareers.ae/en/Pages/default.aspx	Apply previously learned content in a structured and purposeful way. Identify gaps in understanding and target areas for improvement. Gain familiarity with the format and expectations of formal assessments. Analyse questions and construct well-reasoned responses.	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booket Summative Assessment: Mock past papers — to review all learning.	To be able to apply my knowledge confidently in exam conditions To be able to identify strengths and areas for improvement To be able to develop effective strategies for success	This builds on identifying correct statements about a text as well as work vocabulary This builds towards listening for different tenses and using stemchanging verbs	Create a revision guide or video tutorial Create cue cards and a Quiziet account to practice key vocabulary	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 11 Curriculum: MFL (Spanish)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	How to talk about further education and jobs	How can I talk about my future studies and employment? How can I talk about work experience and a gap year? How to talk about future aspirations UAE Link: http://www.uaecd.org/hig her-education#:":text=UAE%20 University%20awards%207 0%20handergraduate.language%20of%20instruction%20 la%20English. https://ae.indeed.com/l-dubai-jobs.html?vjk=e9b99d3330ad1cf5 https://dubaicareers.ae/en/Pages/default.aspx	Talking about different jobs and job preferences Talking about how you earn money using soler in the imperfect tense Talking about work experience using the preterite and imperfect tenses Using the present and present continuous to discuss the importance of language learning Applying for a job using indirect object pronouns Discussing gap years using the conditional tense Using different ways to express future plans, including the subjunctive tense	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet Summative Assessment Module 7 assessment in listening, reading, writing and speaking	To be familiar with the Spanish education system To express opinions future plans and employment as well as language learning To be able to use and recognize five tenses effectively	This builds on identifying correct statements about a text as well as work vocabulary This builds towards listening for different tenses and using stemchanging verbs This provides an opportunity for collaboration with English and Business Studies	Research an area of employment that interests you and present on what you would need to do study for that job and the job description Discover where you might spend a gap-year and what opportunities there are for work Apply for a job and prepare for an interview, how would you promote yourself?	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 11 Curriculum: MFL (Spanish)



	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
Jerm.≱	How to talk about the environment	How can I be more aware of environmental and social issues in the world? How can I learn about different places in Spain? UAE Link: https://u.ae/en/information.and-services/environmental-challenges-in-the-uae https://sdgsuae-fcsa.opendata.arcuis.com https://www.moec.gov.aa/en/-/reduced-inequalities	Discussing environmental problems and their solutions Discussing global issues, inequality and poverty in the world Using the pluperfect tense Recognising and using the present subjunctive Using the imperfect continuous tense Verbs of possibility Developing extended reasons Revision of topics and modules 1-8 Grammar practice using workbooks, languagesonline Speaking practice, photocards, general questions Exam paper practice	Through exploring Assessment for Learning: 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 Translation Summative Assessment Module 8 assessment in listening, reading, writing and speaking Public examinations	To understand how to effectively discuss social and environmental issues in the world	This builds on agreeing and disagreeing in a discussion and reading for gist This builds towards coping with langer texts and listening to social and cultural context as well as adding complexity to written and spoken language This provides an apportunity for collaboration between Georgraphy and English	Research what other problems exist in different Hispanic countries, how do they differe country to country Do a presentation based on how you can help the environment where you live Find an article on powerty/inequality in Spanish and note some new vocabulary and phrases	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 3:	Exam preparation for the final exams Practice exam-skills and strategies for the writing reading, listening and speaking exam Complete a series of past papers	How can I choose my photo for the speaking exam How can I understand the mark scheme? UAE Link: http://www.usecd.org/hig her-education#; stext=UAE5520 University%20awards%202 0%20undergradusts, langua ge%200%20instruction%20 is%20English, https://de.indeed.com/l-dutai-lobs.html?vik=e9b99d3330a d1cf5 https://dubaicareers.ae/en/Pages/default.aspx	Apply previously learned content in a structured and purposeful way. Identify gaps in understanding and target areas for improvement. Gain familiarity with the format and expectations of formal assessments. Analyse guestions and construct well-reasoned responses.	Through exploring Assessment for Learning: Reading aloud Ustening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Photocard practice General conversation booklet Summative Assessment: Mock past papers — to review all learning	To be able to apply my knowledge confidently in exam conditions To be able to identify strengths and areas for improvement To be able to develop effective strategies for success	This builds on identifying correct statements about a text as well as work vocabulary This builds towards listening for different tenses and using stemchanging verbs	Create a revision guide or video tutorial Create cue cards and a Quizlet account to practice key vocabulary	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 10 Success Criteria: MFL



Language Skill	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
LISTENING	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly.	Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures and less familiar vocabulary, spoken clearly.	Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary.	Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures and some uncommon vocabulary.	Draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary spoken clearly.
READING	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.	Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	Draw Inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.	Draw inferences from a range of longer texts, including extracts from literary texts. Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. Translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors.	Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple tenses, complex grammatical tenses and structures and unfamiliar material. Translate long passages, containing a wide range of complex grammatical structures and uncommon vocabulary, accurately into English with isolated errors.

Year 10 Success Criteria: MFL



Language Skill	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
WRITING	Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Translate a short passage containing linked longer sentences with more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.	Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate a short passage containing more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (incuding less common tenses such as the conditional) and structures. Translate a passage containing a range of complex language structures into the target language structures into the target language, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.	Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures, with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors.	Write coherent, fluent, extended texts, manipulating language and using a wide variety of tenses (including less common tenses such as the conditional and pluperfect and complex grammatical structure with secure control. Translate a passage containing a wide range of less common vocabulary and complex structures into the target language, fully communicating the meaning. Linguistic structures are accurate throughout and inaccuracies are isolated.
SPEAKING	Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.	Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures, using a range of tenses including less common tenses such as the conditional, interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.	Consistently initiate, develop, sustain and expand long conversations and discussions independently. Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions. Consistently use appropriate register. Use a very wide range of uncommon vocabulary and complex grammatical structures, using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with minimal hesitation. Use pronunciation and intonation which would be understood by a native speaker.

MSC (Moral, Social, Cultural Studies)



Horizon International School's pupils are ambitious individuals who enter 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.

Year 10 Curriculum: MSC (Moral, Social, Cultural Studies)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project-Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	Term 1 - Unit 1: Ethics in the Context of Communities	How do communities function and what is the role of ethics in communities? UAE Link: Understanding the structure and functioning of communities in the UAE.	Define community; Understand the role of communities; Study the form of communities; Learn about the safety of communities; Explore communities and social groups in the UAE.	Through discussions, community visits, guest speakers, and case studies. Assessment for Learning: Community visit reflections, discussions, presentations.	To understand how communities function and the importance of ethics in community-building.	Social Studies, Ethics, This builds on: Basic knowledge of society and ethics. This builds towards: 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
Term 2;	Term Z - Unit 2: Valuing Diversity	How can we value and appreciate diversity in society? UAE Link: Understanding and appreciating the diversity in the UAE.	Understand diversity and equality; Assess personal tolerance; Reflect on perceptions and appearances; Value differences; Celebrate positive attitudes.	Through discussions, reflections, group activities, and guest speakers. Assessment for Learning: Reflection journals, group discussions, presentations.	To develop a sense of appreciation for diversity and foster inclusive attitudes.	Social Studies, Ethics. This builds on: Basic understanding of diversity. This builds towards: Building inclusive communities.	Create a diversity appreciation campaign; Research diverse cultures in the UAE.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
Term 3:	Term 3 - Unit 3: Africa	What is the historical and cultural significance of Africa? UAE Unk: Understand historical ties between Africa and the UAE.	Learn about the land and resources of Africa; Study ancient African civilizations; Explore traditional African art; Learn about West African Islamic civilizations; Study Africa from colonialism to independence.	Through maps, historical texts, documentaries. Assessment for Learning: 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 builds on: Basic historical and geographical knowledge. This builds towards: 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

Year 11 Curriculum: MSC (Moral, Social, Cultural Studies)



	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
Term 1:	Term 1 - Unit 1: Economy and Globalization	How does globalization impact the economy and how can one make ethical economic choices? UAE Link: Understanding UAE's role in the global economy.	Understand terms 'economy' and 'globalization'; Study benefits and costs of globalization; Explore the concept of inequality; Learn about Fair Trade; Understand ethical consequences of consumer choices; Learn about socially responsible investing.	Through discussions, case studies, economic data analysis. Assessment for Learning: Case studies, data analysis, presentations.	To understand the global economy and make ethical and informed economic decisions.	Economics, Business Studies. This builds on: Basic knowledge of economics. This builds towards: Becoming responsible and ethical consumers.	Research and present on an ethical consumer practice; Analyze UAE's role in the global economy.
Term 2:	Term 2 - Unit 2: Living a Moderate Life	What is meant by living a moderate life, and what are the benefits and consequences? UAE Link: Understanding moderation in the context of UAE culture.	Understand the phrase 'Living a Moderate Life'; Learn about benefits of moderation; Understand consequences of not living a moderate life; Study the concept of addiction and its effects.	Through discussions, reflections, and case studies. Assessment for Learning: Reflection journals, case studies, discussions.	To develop an understanding of moderation and its impact on well-being and society.	Health Education, Life Skills, Cultural Studies. This builds on: Basic knowledge of personal well- being. This builds towards: Developing balanced lifestyles.	Create a personal life balance plan; Explore concepts of moderation in UAE culture.
Term3:	Term 3 - Unit 3: The Beginning of History - Ancient Civilizations	How did ancient civilizations contribute to the development of human societies? UAE Link: Understand the ancient history of the UAE region.	Understand how and why we study history; Study early human migration; Learn about the rise of civilization; Understand the birth of written language; Study ancient civilizations including Mesopotamia.	Through historical texts, maps, and documentaries. Assessment for Learning: Research papers, presentations, map quizzes.	To understand the contributions of ancient civilizations to human development.	History, Anthropology. This builds on: Basic historical and anthropological knowledge. This builds towards: Understanding the complex history of human civilizations.	Research and present on an ancient civilization; Explore ancient history in the UAE regio

Year 10 Success Criteria: MSC (Moral, Social, Cultural Studies)



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

Year 11 Success Criteria: MSC (Moral, Social, Cultural Studies)



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

PE (Physical Education)



Horizon International School's pupils are bright and able young people who approach PE with enthusiasm and a keen interest. 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 21st 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



	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
Years 10			essions and can choose from so be able to complete the			1		10 and Year 11
Pathway 1: Performance	This performance pathway will focus on improving performance in a range of sports that student will compete in on the DASSA circuit. In each term, 4 sports will be focused on. These will be from football to athletics.	How can I make informed choices to help develop my ability to perform in invasion games and improve my fitness UAE Link: National agenda ob esity and healthy lifestyle go als. Dubai 30x30 fitness challe nge initiative.	To consolidate attacking and defending strategies To focus on develop skills in pressurised drills To understand the rules of various invas games and apply them in a game setting To understand athlete development and how it can increase performance To be able to officiate peers in a game environment To be able to analyse and reflect on performance To make informed choices to support a game situation To develop teamwork, organisation and commission To develop sportmanship	questioning, peer assessment, self- assessment, fitness testing data, class and group discussions, teacher observat ions, ME in PE. Summative Assessment: Participation in match play, questioning, assessment of stu dent led warmups /drills/ set plays. This assessment will assess	To understand the importance of making informed choices. To consolidate knowledge of the rules of the multiple games. To know the positive impact of teamwork and working together to reach a goal. To help promote independence and informed choices.	This builds on existing knowledge of Invasion Games gained throughout KS3. This builds towards a better understanding of the rules of multiple invasion games and the understanding of sportsmanship/gamesmanship. This provides an opportunity for collaboration between Moral Education, PSHE and Social studies.	Design a set play for sport Create tactics to support success within a game Create an activity (warm up, drill, conditioned game) for peers to complete Participate in sports out of school/ECAs	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation
Pathway 2: Competitive	This competitive pathway emphasizes participation in competitive games, with a strong focus on building confidence and enhancing skills within a supportive environment. This will have a range of sports that alternate each term. Sports include netball, handball, fitness and rounders.	How can we perform effectively in various competitive situations and transfer our skills from one sport to another? UAE Link: The collaborative nature of team games and athletics mirrors UAE's values of unity and cooperation.	To develop the ability to make informed choices regarding strategy, team coordination, and personal conduct in the games and athletics. To enhance their skills in various athletidisciplines and team games, focusing or both technical competence and strategi understanding. To demonstrate effective teamwork and leadership within the context of team games, showing their ability to cooperal lead, and contribute positively to a tean. To understand the importance of physic activity for health and wellbeing and will motivated to make informed choices to engage in regular physical activity. To demonstrate resilience in overcomin challenges in athletics and team games show creativity in strategising and probisolving.	Assessment for Learning: Questioning, assessment of student led warmups, drills, measuring, recording, timing & peer coaching, organisation, leading. Summative Assessment: students will organise and participate in a mini-tournament on the sport focused on and analyse their own performances. The assessment will be based not only on their performance in their chosen roles but also on their ability to make informed decisions, demonstrate leadership, and	Students will understand the importance of learning competitive sports in a supportive environment, recognizing how it promotes skill development and confidence without the pressure of harsh judgment. They will focus on personal growth, teamwork, and resilience while enjoying the learning process. Additionally, students will develop a sense of camaraderie, foster positive attitudes toward competition, and learn to manage both success and failure constructively	This builds on Existing knowledge of a range of sports and allowing them to practise games and drills whilst being in opposition. This builds towards a better understanding of the roles involved in sport, the rules of multiple games and the understanding of sportsmanship, gamesmanship and creative engaging drills and competitions for their peers. This provides an opportunity for collaboration between School Leadership, Moral Education, PSHE, Social Studies and the skills compliment all subject areas.	Students are tasked with taking part and organising mini tournaments. Students are assigned readings on topics related to sports psychology, such as the impact of mindset on athletic performance, the role of motivation and resilience in sports, or the importance of teamwork and leadership in team sports. Students are given the opportunity to explore an athletic discipline of their choice in more depth. They could research the history of the discipline, understand its rules and techniques	Decision-Making Skills Teamwork and Collaboration Leadership Skills Strategic Thinking Communication Skills Organisational Skills Organisational Skills Ethical Conduct and Sportsmanship Research and Inquiry Skills Problem-Solving Skills Self-Discipline and Resilience Health and Physical Fitness Awareness Goal Setting and Self-Evaluation



	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		
Years 10 an	Years 10 and 11 will have joint PE sessions and can choose from one of four pathways, designed to enhance both participation and performance. Year 10 and Year students will also be able to complete the Leadership skills foundation Level 2 Sports Leaders Award within core PE lessons.									
Participation f	In this pathway, the focus is on participating in sports in a supportive environment, without emphasis on competition, comparisons, or winning and losing. Students will enjoy a variety of fun, participation-based activities, such as badminton, mindfulness, fitness, alternative games, and table tennis.	How can I ensure that I develo p a love for sport and exercise? UAE Link: National agenda of reducing obesity levels	Inclusive Participation: Students will engage in various sports and activities without the pressure of competition, fostering an inclusive environment where everyone can participate at their own pace. Enjoyment and Well-being: Students will experience the enjoyment and benefits of physical activity, focusing on fun and personal well-being through sports like badminton, mindfulness, and alternative games. Skill Development: Students will develop and refine their skills across a range of activities, including fitness and table tennis, in a supportive setting that prioritizes personal growth over comparisons. Mindfulness and Awareness: Through mindfulness practices integrated into physical activities, students will cultivate selfawareness, stress management, and mental well-being	Through exploring opportunities through the following: Engage in Diverse Activities: Participate in a variety of sports and activities like badminton, mindfulness exercises, fitness routines, alternative games, and table tennis, focusing on enjoyment and personal involvement rather than competition. Collaborate with Peers: Work with classmates in a supportive environment where the emphasis is on teamwork, mutual encouragement, and shared experiences rather than comparisons or outcomes. Receive Guidance: Benefit from instruction and feedback that focuses on skill development, personal growth, and the joy of participation, rather than on winning or losing. Assessment for Learning: Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. Summative Assessment: Participation in a controlled game, questioning, assess ment of student led warmups /drills/ set plays. This assessment will assess how effectively students have developed their understanding of the topic	You will learn this because participating in a variety of fun, non-competitive activities in a supportive environment helps you develop skills, confidence, and a positive attitude toward physical activity, while also promoting personal growth and well-being	This builds on from the knowledge of activities in year 9. This builds towards creating a positive experience of exercise This provides an opportunity for collaboration between PE and science	To develop and lead a Wellness Sports Festival, students will plan and execute an event that focuses on promoting physical and mental wellbeing through noncompetitive sports and activities. They will organize various stations featuring activities such as swimming, mindfulness exercises, and water games, ensuring an inclusive and supportive environment. By managing the event, students will enhance their leadership, organizational, and collaborative skills while creating an enjoyable experience that highlights the importance of personal growth and community wellness.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking		



	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
Years 10 a			essions and can choose fro so be able to complete the					10 and Year 11
Pathway 4: Water activities	In this pathway, the focus is on participating in water sports in a supportive environment, without emphasis on competition, comparisons, or winning and losing. Students will enjoy a variety of fun, participation-based water activities, such as swimming, water aerobics, pool games, and mindfulness exercises.	How can participating in water sports within a supportive, non-competitive environment enhance our skills, confidence, and overall well-being? UAE Link By engaging in swimming and other water-based activities, students can develop essential life skills, such as water safety and teamwork, while also contributing to their physical and mental well-being in a stress-free, inclusive setting.	Skill Development: Students will enhance their swimming techniques and water safety skills in a supportive environment, focusing on personal improvement rather than competition. Confidence Building: Students will build confidence in their abilities by participating in water sports without the pressure of winning or losing, allowing them to enjoy the experience fully. Teamwork and Collaboration: Students will develop teamwork and collaboration skills through group water activities, fostering a sense of camaraderie and mutual support. Physical and Mental Well-being: Students will improve their physical fitness and mental well-being by engaging in fun, participation-based water activities, including mindfulness exercises integrated into the aquatic environment.	Through exploring opportunities to learn how to swim by practicing various techniques and engaging in water-based activities in a supportive environment, which helps you focus on personal skill development and confidence without competitive pressure. By participating in group swim sessions and aquatic games, you'll build teamwork and collaboration skills, while also enhancing your physical fitness and mental well-being through enjoyable and mindful exercises. Assessment for Learning: Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. Summative Assessment: Participation in different activities and demonstration of swimming skills. This assessment will assess how effectively students have developed their understanding of the topic	You will learn this because swimming in a supportive environment emphasizes personal growth and enjoyment over competition, helping you develop essential skills, boost your confidence, and enhance your physical and mental wellbeing while fostering teamwork and camaraderie	This builds on from the knowledge of activities in year 9. This builds towards creating a positive experience of exercise This provides an opportunity for collaboration between PE and science	Students design and organize a "Swim and Wellness Week" at their school. In this project, students would plan daily swim sessions focusing on different skills, such as technique improvement, water safety, and fun water games, while also incorporating wellness activities like mindfulness exercises. Each student team would be responsible for creating engaging activities, managing logistics, and promoting the event. Through this hands-on project, students will apply their swimming skills, enhance their teamwork, and understand the importance of wellness in a supportive, noncompetitive setting	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking



	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
Years 10 a			essions and can choose fro lso be able to complete th					ear 10 and Year
Sports Leaders	During the Level 2 Sports Leaders Award with LSF, students will learn essential leadership skills such as planning and organizing sports activities, communicating effectively, and motivating others. They will gain practical experience in managing and leading groups in various sports settings, including creating inclusive and supportive environments. The program also focuses on developing teamwork, problem- solving, and decision- making abilities, all of which are crucial for fostering positive experiences in sports and physical activities.	How can developing leadership skills through the Level 2 Sports Leaders Award enhance our ability to plan, organize, and motivate others in sports and physical activities? UAE Link Empowering young people with essential skills.	Leadership Skills: Students will develop essential leadership skills, including effective communication, team management, and motivation techniques, to confidently lead and organize sports activities. Event Planning and Organization: Students will gain practical experience in planning and executing sports events, focusing on creating inclusive and well-structured activities that cater to diverse participants. Problem-Solving and Decision-Making: Students will enhance their problem-solving and decision-making abilities by addressing challenges that arise during sports activities, ensuring smooth and effective management of events.	You will learn this by actively participating in and leading various sports activities and events, where you'll practice and apply leadership, planning, and problem-solving skills in real-world scenarios. Sessions will be a mix of theory and practical. Assessment for Learning: Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. Summative Assessment: Work booklet assessed as well as a final practical assessment focusing on students leading a session to younger children. This assessment will assess how effectively students have developed their understanding of the topic	You will learn this because engaging in the Level 2 Sports Leaders Award provides handson experience in leading sports activities, which helps you build practical skills in leadership, organization, and decision-making that are essential for managing and motivating others effectively.	This builds on from the knowledge of leadership activities This builds towards creating new leaders This provides an opportunity for collaboration between PE and Moral	Students design and lead a "Community Sports Day." They would be responsible for planning the event, organizing various sports activities, and managing teams of volunteers. This project will allow students to apply their leadership skills, handle real-world challenges, and gain practical experience in creating a successful and inclusive sports event.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking

Year 10 Curriculum: PE (GCSE)



	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
Skeletal, cardiovascular, muscular and respiratory systems	Students will learn how to identify the different systems, apply their knowledge to sports and Analyse different sporting examples.	How do all four body systems work whilst participating in sport UAE Link: National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.	Explain and Analyse the functions and structure of the skeletal system Explain the classifications of bones Describe the movements muscles and bones use Explain the functions and structures of the cardo-respiratory system Analyse how each system works together within sport	Assessment for Learning: questioning, peer assessment, self-assessment, everlearner data, class and group discussions, teacher observ ations, exams Summative Assessment: Participation in match play, questioning, assessment of s tudent work, exams This assessment will assess how effectively students have developed their understanding of the topic	To understand the requirements of the specification and how the body works whilst undergoing exercise and sport.	This builds on existing knowledge of sports and biology topics from KS3 This builds towards a better understanding of the role each system plays in exercise. This provides an opportunity for collaboration between biology and PE	Create a demonstration of the lungs with household materials Working towards the theory behind the 6-week P.E.P Project creation of different human systems with evidence of how sports plays as part on each system	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation
Term 2: Physical Training	Studying the elements of fitness, various training approache s, training principles, performan ceenhancing substances , efficient pre-game warm-up techniques , and injury prevention	How do we plan, prepare and deliver training sessions to adequately prepare our bodies for exercise and sport <u>UAE Link:</u> Ensuring we are fully confident with staying fit and healthy and how to create training programmes to help this.	Demonstrate comprehensive knowledge of the components of fitness, including cardiovascular endurance, muscular strength, flexibility, and body composition. Apply various training methods, such as interval training, circuit training, and weight training, to improve specific aspects of physical fitness. Analyze and evaluate the principles of training, including specificity, overload, progression, and reversibility, to design effective training programs. Identify and assess the potential risks and benefits associated with the use of performance-enhancing drugs (PEDs) in sport and fitness training. Demonstrate proficiency in using fitness testing protocols to assess and monitor individual fitness levels and track progress over time. Apply knowledge of anatomy and physiology to understand how the body responds and adapts to exercise, including the cardiovascular, respiratory, and musculoskeletal systems.	Assessment for Learning: questioning, peer assessment, self- assessment, everlearner data,, cla ss and group discussions, teacher observations, exams Summative Assessment: Participation in match play, quest ioning, assessment of student work, exams This assessment will assess how effectively students have developed	Health and Well-being: Understanding physical training helps students develop habits for a healthy lifestyle, promoting physical well-being and reducing the risk of lifestyle-related diseases. Sport Performance: It provides valuable knowledge and skills for improving athletic performance across various sports and physical activities, enhancing competitiveness and achievement. Injury Prevention: Learning about physical training includes understanding proper warm-up techniques and injury prevention strategies, reducing the likelihood of sports-related injuries. Personal Development: It fosters personal growth by promoting discipline, goal-setting, perseverance, and self-motivation, which are essential qualities not only in sports but also in various aspects of life.	This builds on existi ng knowledge of sports and biology topics from KS3 This builds towards a better understanding of the how we prepare, plan and recover from sports This provides an opportunity for collaboration between biology and PE	Conducting the P.E.P as part of the coursework element of the GCSE. Under-going fitness tests and using the data to produce graphs in maths Analyzing a professional athlete's training program and recovery process through a presentation	Decision-Making Skills Teamwork and Collaboration Leadership Skills Strategic Thinking Communication Skills Organisational Skills Ethical Conduct and Sportsmanship Research and Inquiry Skills Problem-Solving Skills Self-Discipline and Resilience Health and Physica Fitness Awareness Goal Setting and Self-Evaluation Understanding and Applying Sport Education Principles

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Year 10 Curriculum: PE (GCSE)



	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.E.P Coursework	To Analyse and evaluate their own performance and fitness test scores to create a training program that develops a component of fitness	How do we plan, prepare and develop a training program to address a weakness in our own sport UAE Link: Ensuring we are aware how to create a training program to ensure we are fit and healthy.	Understand the different components of fitness (e.g., cardiovascular endurance, muscular strength, flexibility, agility, balance) and how they relate to specific activities and overall health. Learn how to assess current fitness levels using various methods (e.g., fitness tests, health assessments) to establish a baseline for the exercise program. Gain knowledge of the principles of training, such as specificity, progression, overload, reversibility, and tedium (S.P.O.R.T). Learn how to monitor progress regularly using fitness tests, self-assessment, and feedback. Evaluate the effectiveness of the exercise program and make necessary adjustments to ensure continued progress toward fitness goals	Assessment for Learning: questioning, peer assessment, self- assessment, marking of coursework Summative Assessment: Participation in training sessions, undertaking fitness tests, overall assessment of coursework This assessment will assess how effectively students have developed	Students learn the GCSE Personal Exercise Programme (PEP) in Physical Education to apply theoretical knowledge in a practical context, develop critical thinking and analytical skills, and foster a lifelong commitment to health and fitness. The PEP is tailored to individual fitness goals, enhancing engagement and personal responsibility, while also preparing students for coursework assessment and promoting overall well-being through a holistic educational approach	This builds on knowledge of theory in Term 2 and focuses on applying that knowledge This builds towards a better und erstanding of the how we prepare, plan and recover from sports This provides an opportunity for collaboration between biology and PE	Conducting and adapting a training program from beginning to end. Elite performer analysis by watching and observing skill metrics and comparing against themselves.	Critical Thinking. Analytical Skills Problem-Solving Goal Setting Planning and Organization: Self-Assessment: Application of Theory Creativity Responsibility Time Management. Motivation and Discipline Communication. Reflective Thinking

Year 11 Curriculum: PE (GCSE)



	• 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
Movement Analysis, soci o-cultural influences and sport psychology	Students will learn how about biomechanics in sport as well as engagement patterns, feedback and guidance in sport, goalsetting and classifications of skills	How does the body move in the way that it does? UAE Link: National agen da obesity and how to learn	Understanding Biomechanics: Students will be able to describe the basic principles of biomechanics, including the concepts of force, motion, and levers, and apply these principles to analyze sports movements. Movement Patterns and Techniques: Students will be able to identify and analyze common movement patterns and techniques used in various sports, understanding how these movements enhance performance and reduce the risk of injury. Participation Trends: Students will be able to examine and explain trends in sports participation among different demographics (age, gender, ethnicity, socio-economic status), and discuss the factors influencing these patterns. Barriers to Participation: Students will be able to identify and evaluate barriers to sports participation and physical activity, proposing strategies to overcome these obstacles to promote inclusive engagement in physical activities. Motivation and Performance: Students will understand different types of motivation (intrinsic and extrinsic) and their impact on sports performance. They will be able to apply motivational theories to real-life sporting scenarios to enhance performance.	Assessment for Learning: questioning, peer assessment, self-assessment, everlearner data,, class and group discussions, teacher obser vations, exams Summative Assessment: Participation in match play, questioning, assessment of student work, exams This assessment will assess how effectively students have developed their understanding of the topic	To understand the requirements of the specification and how the body works whilst undergoing exercise and sport.	This builds on existing knowl edge of sports and biology topics from KS3 This builds towards a better understanding of the role each system plays in exercise. This provides an opportunity for collabor ation between biology and PE	Creation of a project to address the need to get individuals into sport focusing on engagement patterns in the UAE. Develop a flip-book for different movements within movement analysis.	Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation

Year 11 Curriculum: PE (GCSE)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 2 Revision of Exam content	Students will focus on structures for 9-mark answers	How to structure and answer 9- mark questions from Pap er 1 and Paper 2	Understanding the Question Requirements: Students will be able to identify the key components and command words of a 9-mark question to understand what is being asked and how to structure their response effectively. Structuring a Coherent Argument: Students will be able to structure their answers logically, including an introduction, main body, and conclusion, ensuring each part of the question is addressed comprehensively. Using Relevant Examples and Evidence: Students will be able to support their answers with relevant examples, evidence, and data from the PE syllabus to enhance the credibility and depth of their arguments. Critical Evaluation and Analysis: Students will be able to critically evaluate different perspectives, theories, or concepts related to the question, providing balanced arguments and justifications for their viewpoints.	Assessment for Learning: questioning, peer assessment, self- assessment, everlearner data,, class and group discussions, teacher observati ons, exams questions Summative Assessment: Participation in questioning, assessment of student work, exams This assessment will assess how effectively students have developed their understanding of the topic	To understand how to effectively tackle analysis style questions in GCSE PE	This builds on existing knowl edge of from components 1 and 2 from Y10 and Y11 This builds towards a better understanding command words and how to structure answers This provides an opportunity for collabor ation between biology and PE	Creation of their own 9- mark questions and creating mark-schemes	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation
Term 3 Revision and Exams	Students will revisit all aspects of GCSE PE and attempt exam questions	How to answer specific questions , identifyin g the correct response s needed for different comman d words.	Interpreting and Understanding Exam Questions: Students will be able to accurately interpret and understand the requirements of different types of exam questions, including multiple-choice, short-answer, and extended response questions, ensuring they address all components of the question Applying Knowledge and Concepts Effectively: Students will be able to apply relevant knowledge and concepts from the PE syllabus to their exam answers, using appropriate terminology and examples to illustrate their points and maximize their marks.	Assessment for Learning: questioning, peer assessment, self- assessment, everlearner data,, class and group discussions, teacher observati ons, exams questions Summative Assessment: Participation in questioning, assessment of student work, exams This assessment will assess how effectively students have developed their understanding of the topic	To understand how to effectively tackle analysis style questions in GCSE PE	This builds on existing knowl edge of from components 1 and 2 from Y10 and Y11 This builds towards a better understanding command words and how to structure answers This provides an opportunity for collabor ation between biology and PE	Creation of their own exam questions and creating mark-schemes	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation

KS4 Curriculum: PE (GCSE)



	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
Year 10	Students will focus on their practical sports 1 lesson per week. In Year 10 there will be a focus on team, invasion games and rock-climbing.	How to excel in practical performances in team games.	Develop effective teamwork skills by collaborating with teammates to execute game strategies and achieve common objectives in team games. Enhance tactical understanding by applying game-specific tactics and strategies to improve team performance during competitive play. Improve individual skills and techniques relevant to the team game, such as passing, shooting, or defending, to contribute effectively to the team's success. Demonstrate leadership and communication by taking on roles that involve organizing team activities, providing feedback, and motivating teammates during practice and matches. Analyze and evaluate team performance by reflecting on game play, identifying strengths and areas for improvement, and applying this analysis to enhance future team performance.	Assessment for Learning: Observations of skills in isolation and in team games Summative Assessment against GCSE PE practical performance criteria. This assessment will assess how effectively students have developed their practical performances	To understand how the practical moderation will be conducted, which will include all drills and games that students will be assessed on at the end of Year 11.	This builds on existing knowl edge of sports from KS3 and KS4 This builds towards a better understanding of the moderation phase of GCSE PE/ This provides an opportunity for collaboration between biology and PE	Engaging in sports with outside academies and clubs. Engage in rock-climbing off site at the wall, Dubai. This is a 6-week course.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation
Year 11	Students will focus on their practical sports 1 lesson per week. In Year 11 there will be a focus on individual sports	How to excel in practical performa nces individual sports.	Demonstrate advanced technical skills specific to the individual sport, showing proficiency in key movements, techniques, and strategies. Develop a comprehensive understanding of the rules and regulations governing the individual sport, ensuring adherence and fair play during performance. Enhance personal fitness and conditioning relevant to the individual sport, including endurance, strength, flexibility, and agility. Apply tactical knowledge to effectively plan and execute strategies during individual performance, adapting to different opponents or conditions. Reflect on personal performance by analyzing strengths and areas for improvement, setting goals for future development, and implementing strategies to enhance overall performance.	Assessment for Learning: Observations of skills individual sports Summative Assessment against GCSE PE practical performance criteria. This assessment will assess how effectively students have developed their practical performances	To understand how the practical moderation will be conducted, which will include all drills and games that students will be assessed on at the end of Year 11. To understand how the practical moderation will be assessed on at the end of Year 11.	This builds on existing knowl edge of sports from KS3 and KS4 This builds towards a better understanding of the moderation phase of GCSE PE/ This provides an opportunity for collabor ation between biology and PE	Engaging in sports with outside academies and clubs.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation

Success Criteria: PE (GCSE)



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Examination PE: Knowledge and Understanding (AO1).	Limited understanding with minimal examples or explanations.	Provides a basic understanding with some examples and explanations.	Shows a good understanding with relevant examples and explanations.	Demonstrates thorough understanding of all concepts with detailed examples and explanations.	Able to apply knowledge to a range of different command word exam questions, detailing examples.
Examination PE: Application of knowledge (AO2)	Struggles to apply knowledge of sporting examples effectively in various exam questions.	Demonstrates ability to show basic application of sporting examples and techniques with some inconsistencies in exam questions.	Applies sporting examples and demonstrates accurate application of knowledge in exam questions.	Applies a large range of sporting examples and knowledge to application questions.	Expertly applies a wide variety of sporting examples to exam questions with no errors.
Examination PE: Analysis and Evaluation (AO3)	Analysis and evaluation are superficial or unclear with weak support for conclusions.	Provides a basic analysis and evaluation with some support for conclusions.	Offers a clear analysis and evaluation with an attempt at drawing conclusions.	Showcases a clear analysis, a well-judged evaluation and a coherent conclusions.	Provides insightful analysis and critical evaluation with clear, well-supported conclusions.
Performance Exercise Plan (Coursework)	Struggles to apply skills and techniques effectively in various contexts. Analysis and evaluation are superficial or unclear with weak support for conclusions.	Demonstrates basic application of skills and techniques with some inconsistencies. Provides a basic analysis and evaluation with some support for conclusions.	Shows a good understanding with relevant examples and explanations. Applies skills and techniques accurately in most contexts. Offers a clear analysis and evaluation with logical conclusions.	Applies skills and techniques effectively and consistently in a variety of contexts. Provides insightful analysis and critical evaluation with clear, well-supported conclusions.	Demonstrates thorough understanding of all concepts with detailed examples and explanations. Applies skills and techniques effectively and consistently in a variety of contexts. insightful analysis and critical evaluation with clear, well-supported conclusions.
Practical Performance in PE (AO4)	Displays limited skill, technique, and tactical awareness in in all three sports.	Exhibits basic skill, technique, and some tactical awareness in at least two practical sports.	Demonstrates good skill, technique, and tactical awareness in three sports.	Demonstrate well-rounded application of skills and techniques in isolation and in games in two sports with one sport being completed exceptionally well.	Shows exceptional skill, technique, and tactical awareness in three sports with no errors.

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Psychology



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

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

These aims are realised through our curriculum which:

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

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

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

Year 10 Curriculum: Psychology



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
Term 1: Intro & Unit 1	Intro to Psychology: structure, assessment & expectations. Topic 1 Development Topic 2 Memory Research Methods embedded	What is psychology? How does psychology study human behaviour? How will I be assessed? How do we develop? What are the psychological theories/ studies on development? What is the issue & debate within the development topic? How does memory work? What are the psychological theories/ studies on memory?	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues & debates in relation to the topic Apply psychological knowledge and understanding of the topic in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic	Through a variety of research/evidence-based tasks and critical analysis. Assessment of Learning: questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summative Assessment; exam style questions and modis Measured against GCSE Level grade/assessment descriptors/objectives	50% of GCSE Level Paper 1 To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This builds on existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on development. Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
Term 2:	Topic 3 — Psychological Problems Research Methods embedded	What are the psychological theories/ studies on memory? What is the issue & debate in the memory topic? What are psychological problems? How are psychological problems diagnosed, explained and treated? What are the psychological theories/ studies on psychological problems? What is the issue & debate within the psychological problems?	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues & debates in relation to the topic Apply psychological knowledge and understanding of the topic in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic	Through a variety of research/evidence-based tasks and critical analysis. Assessment of Learning: questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summative Assessment: exam style questions and mocks Measured against GCSE Level grade/assessment descriptors/objectives	50% of GCSE Level Paper 1 To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This builds on existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on treatments of psychological problems. Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
Term 3:	Topic 4 – The Brain & Neuropsychology Topic 5 – Social Influence Research Methods embedded	What are the different parts of the brain & what do they do? What happens if there is damage to the brain? What are the main parts of our neurochemistry & how does it affect our behaviour? What are the psychological theories/ studies on neuropsychology? What is the issue & debate within the neuropsychology topic? How do others influence our behaviour? What is bystander intervention, conformity, obedience & deindividuation? What are the psychological theories/ studies on social influence? What is the issue & debate within the social influence topic?	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues & debates in relation to the topic Apply psychological knowledge and understanding of the topic in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic	Through a variety of research/evidence-based tasks and critical analysis. Assessment of Learning: questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summative Assessment; exam style questions and mocks Measured against GCSE Level grade/assessment descriptors/objectives	50% of GCSE Level Paper 1 To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This builds on existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiment on localization of function (split brain patients). Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical

Year 11 Success Criteria: Psychology



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

Year 11 Curriculum: Psychology



	What Will I Learn?	Big Learning Question	Lesson Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning	Learning Skills
Term 1: Intro to Unit 2	Unit 2- 2 Optional Topics - Sleep & Dreamig and Criminal Behaviour Research Methods embedded	What is the difference between Paper 1 & Paper 2 in terms of structure and research methods' questions? Why do we need to sleep & dream? What affects sleep & dreaming? How does sleep affect our biological rhythms? What are the psychological theories/ studies on sleep & dreaming? What is criminal behaviour? What are the psychological theories/ studies on criminal behaviour?	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues & debates in relation to the topic Apply psychological knowledge and understanding of the topic in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic	Through a variety of research/evidence-based tasks and critical analysis. Assessment of Learning: questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summartive Assessment: exam style questions and mocks Measured against GCSE Level grade/assessment descriptors/objectives	50% of GCSE Level Paper 1 and 50% of Paper 2 To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This builds on existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiments. Present the key findings to the group for feedback	Research Protical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
Term 2:	Unit 2-Research Methods & Scientific Processes	What research methods do I need to know for Paper 2? What are the scientific processes that underpin psychological research? How do I answer exam questions on this part of Paper 2? How do I answer 12 & 9 mark questions (extended responses)? What is the difference between Paper 1 & Paper 2?	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues & debates in relation to the topic Apply psychological knowledge and understanding of the topic in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic	Through a variety of research/evidence-based tasks and critical analysis. Assessment of Learning: questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summative Assessment: exam style questions and mocks Measured against GCSE Level grade/assessment descriptors/objectives	50% of GCSE Level Paper 1 and 50% of Paper 2 To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This builds on existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Design, conduct, analyse & interpret practical psychological experiments. Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical
Term 3:	Personalised Revision	Where are my gaps in learning? What methods can I use to be effective in the exam? What steps can I take to make positive progress? How can I action plan? How can I revise? Where am I now? Where do I need to be? How can I get there?	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and issues & debates in relation to the topic Apply psychological knowledge and understanding of the topic in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the topic.	Through a variety of research/evidence-based tasks and critical analysis. Assessment of Learning: questioning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summative Assessment: exam style questions and mocks Measured against GCSE Level grade/assessment descriptors/objectives	50% of GCSE Level Paper 1 and 50% of Paper 2 To develop a range of academic & transferable skills to prepare you for the wider world including higher education and the workplace.	This builds on existing knowledge & skills of scientific processes/methodology and data analysis/presentation from science and maths.	Choose to design, conduct, analyse & interpret practical psychological experiments in preparation for the external exam. Present the key findings to the group for feedback	Research Practical research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical

Year 11 Success Criteria: Psychology



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

Science



Horizon International School's pupils are bright and able young people who study science with 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, 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 develops 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

Year 10 Curriculum: Biology



The Curriculum overviews below refer to content from the Pearson Edexcel Triple and Combined Science Qualification. For the current Year 11 Science Curriculum please refer to the KS4 curriculum handbook from Academic Year 2024-25.

	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 1: Specialised cells	We will explore how cells are adapted to carry out specific functions, comparing the structure of specialised cells in animals and plants.	Describe the structure and function of specialised animal cells (e.g., red blood cell, nerve cell, sperm cell, muscle cell). Describe the structure and function of specialised plant cells (e.g., root hair cell, xylem cell, palisade cell, guard cell). Explain how adaptations in structure relate to function in each specialised cell. Compare animal and plant specialised cells in terms of similarities and differences. Relate the importance of specialised cells to tissues, organs, and systems.	-Through microscope work, models, diagrams, and case studies, students will investigate how cell structure supports function. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including diagram-based and extended response questions. This assessment will assess how effectively students have developed their understanding of the topic	Understanding specialised cells explains how multicellular organisms function. It is essential for studying tissues, organs, and systems, and connects biology to medicine, biotechnology, and environmental science.	This builds on your existing knowledge of cells and their functions learnt in KS2 and KS3. This builds towards a deeper understanding of tissues, organs, and systems at GCSE and A-Level, with applications in medicine, health science, and biotechnology. This provides an opportunity for collaboration between Biology, Health Science, and Technology.	Research the use of stem cells in medicine and biotechnology. Explore how red blood cells adapt to high temperatures and desert environments in the UAE. Investigate how understanding specialised cells helps scientists develop treatments for diseases.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Plant nutrition	We will explore how plants make their own food through photosynthesis, the role of minerals, and how environmental factors affect plant nutrition and growth.	Describe the process of photosynthesis and state the word and balanced symbol equations. Explain how light, carbon dioxide, temperature, and chlorophyll affect the rate of photosynthesis. Investigate the role of mineral ions (nitrate, magnesium, phosphate, potassium) in plant growth. Test a leaf for starch as evidence of photosynthesis. Interpret data from experiments on limiting factors of photosynthesis. Relate the importance of plant nutrition to food production and ecosystems.	Through practical experiments (e.g., starch test, pondweed investigations), data analysis, and research tasks, students will investigate how plants obtain and use nutrients. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical and application questions. This assessment will assess how effectively students have developed their understanding of the topic	Understanding plant nutrition is fundamental to biology and ecology. It explains how energy enters ecosystems, supports food security, and links directly to sustainability and agriculture, preparing students for advanced study and careers in biology, health, and environmental science.	This builds on your existing knowledge about photosynthesis learnt in KS2 and KS3. This builds towards gaining a deeper understanding for further study in plant biology, ecology, human biology, health, and medicine. This provides an opportunity for collaboration between Geography and Chemistry.	Investigate how farmers in the UAE use hydroponics and greenhouses to maximise plant growth. Explore the role of fertilisers and evaluate their benefits and drawbacks. Research how global food security depends on improving plant nutrition and crop yield.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness

Year 10 Curriculum: Biology



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 2: Humans and their Effects on the Environme nt	You will learn about human activities that affect the environment, including pollution, deforestation, and global warming. You will also explore the consequences of these activities on ecosystems and biodiversity.	Describe the structure and function of specialised animal cells (e.g., red blood cell, nerve cell, sperm cell, muscle cell). Describe the structure and function of specialised plant cells (e.g., root hair cell, xylem cell, palisade cell, guard cell). Explain how adaptations in structure relate to function in each specialised cell. Compare animal and plant specialised cells in terms of similarities and differences. Relate the importance of specialised cells to tissues, organs, and systems.	Through case studies and classroom discussions on pollution, deforestation, and climate change. - Practical activities such as experiments to model eutrophication and its effects on aquatic life. - Interactive simulations to explore the greenhouse effect and global warming. - Research and presentations on the consequences of deforestation and global warming. Assessment for Learning: Classroom discussions, quizzes, and analysis of environmental data. Summative Assessment: Written tests on the causes and effects of pollution, deforestation, and global warming. This assessment will assess how effectively students have developed their understanding of the topic	Understanding the impact of human activities on the environment is crucial for developing sustainable solutions to protect ecosystems and biodiversity. This knowledge is essential for addressing global challenges like climate change, pollution control, and conservation.	This builds on your existing knowledge about digestion from KS2 and KS3 This builds towards gaining a deeper understanding of ecosystems, the carbon cycle, and human impact on the environment introduced in KS3 Biology. It provides a foundation for further studies in environmental science, ecology, and sustainability This provides an opportunity for collaboration between Science and P.E	Project: Investigate a local environmental issue (e.g., water pollution, deforestation) and propose solutions to mitigate its impact. - Research: Analyze scientific data on global warming and present findings on its potential impact on global ecosystems. - Debate: Evaluate different methods used to collect environmental data and discuss their reliability and validity.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Term 3: Humans and their Effects on the Environme nt	We will explore how organisms reproduce, comparing asexual and sexual reproduction, and examining the structures and processes involved in both plants and humans.	Distinguish between asexual and sexual reproduction in terms of processes and outcomes. Describe the structure and function of the male and female reproductive systems in humans. Explain the roles of gametes (sperm and egg cells) and fertilisation in sexual reproduction. Describe the stages of human development: fertilisation, implantation, pregnancy, and birth. Describe pollination, fertilisation, seed formation, and dispersal in flowering plants. Evaluate the advantages and disadvantages of asexual and sexual reproduction.	Through models, diagrams, experiments with plants, and data analysis, students will compare and explain reproductive processes. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including diagrams, extended response, and application questions. This assessment will assess how effectively students have developed their understanding of the topic	Understanding reproduction explains how life continues across generations and how variation arises. It is vital for human health, medicine, and agriculture, and prepares students for advanced study in biology, health science, and environmental studies.	This builds on your existing knowledge of living processes and life cycles from KS2 and KS3. This builds towards a deeper understanding of genetics, inheritance, variation, and evolution at GCSE and A-Level, with applications in health, medicine, and biotechnology. This provides an opportunity for collaboration between Biology, Health Science, and Social Studies.	Explore how knowledge of pollination supports agriculture and food production. Research fertility treatments, contraception methods, and their ethical considerations.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness

Year 10 Curriculum: Chemistry



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 1: Acid and Base	We will explore the properties of acids and bases, their reactions with different substances, and how indicators and the pH scale are used to measure acidity and alkalinity.	Define acids and bases in terms of proton transfer. Describe the meaning of pH and how universal indicator and litmus can be used to identify acidity and alkalinity. Write word and balanced symbol equations for reactions of acids with metals, bases, carbonates, and alkalis. Explain the role of hydrogen ions (H*) and hydroxide ions (OH*) in acidic and alkaline solutions. Describe neutralisation and its applications in industry and daily life. Investigate experimentally the reactions of acids with metals, bases, and carbonates.	Through practical experiments, demonstrations, problem-solving activities, and class discussions, students will explore the behaviour of acids and bases. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical and application questions. This assessment will assess how effectively students have developed their understanding of the topic	Understanding acids and bases is essential for explaining chemical reactions, solving environmental problems (acid rain, soil pH), and linking science to real-world applications such as medicine, agriculture, and industry. It also develops skills in writing equations, analysis, and practical investigation.	This builds on your existing knowledge of simple chemical reactions from KS2 and KS3. This builds towards a deeper understanding of neutralisation, titrations, quantitative chemistry, and industrial applications at GCSE and A-Level. This provides an opportunity for collaboration between Chemistry, Environmental Science, and Food Technology.	Investigate how neutralisation is used in agriculture (e.g., controlling soil pH). Research the impact of acid rain on the environment and methods of prevention. Explore the role of acids and bases in everyday life (antacids, cleaning products, food science).	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Quantative chemistry	We will explore how to measure and calculate the quantities of substances in chemical reactions, using concepts such as relative formula mass, moles, and balanced equations.	Define and calculate relative atomic mass (Ar) and relative formula mass (Mr). Use the concept of the mole to calculate amounts of substances. Apply the formula: moles = mass + Mr. Balance chemical equations and use them to calculate reacting masses. Understand and calculate percentage yield and atom economy. Apply concentration calculations (moles/volume, g/dm³) in solutions. Interpret practical data to support quantitative chemical calculations.	Through problem-solving tasks, worked examples, experiments, and real-life case studies, students will develop skills in applying equations and calculations. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including calculation-based and application questions.	Quantitative chemistry is vital for linking theory to practice. It ensures accurate predictions of chemical reactions and underpins industries such as pharmaceuticals, food production, and environmental science. Mastery of these skills prepares students for A-Level Chemistry and applied scientific careers.	This builds on your existing knowledge of simple chemical reactions and conservation of mass from KS3. This builds towards advanced study of stoichiometry, redox reactions, energetics, and industrial chemistry at GCSE and A-Level. This provides an opportunity for collaboration between Chemistry, Mathematics, and Engineering.	Investigate how percentage yield affects the cost and efficiency of industrial processes. Explore the role of atom economy in sustainable chemistry. Research how quantitative chemistry ensures safe and effective doses in medicine.	Observations, Critical thinking, Problem-solving, Collaboration, Inquiry, Research, Experiment implementation, Numeracy

Year 10 Curriculum: Chemistry



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 2: Bonding	We will explore how atoms bond to form compounds, comparing ionic, covalent, and metallic bonding, and linking bonding to the properties of substances.	Describe ionic bonding in terms of electron transfer between metals and non-metals. Represent ionic bonding using dot-and-cross diagrams. Describe covalent bonding in terms of electron sharing between non-metals. Represent covalent molecules and explain the difference between simple molecular and giant covalent structures. Describe metallic bonding and explain how it accounts for the properties of metals. Link bonding type to properties such as melting/boiling point, conductivity, and solubility. Evaluate how bonding models help us explain material behaviour.	Through diagrams, models, problem-solving tasks, and experiments, students will investigate how different types of bonding lead to distinct material properties. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including diagrams, short answer, and extended response questions. This assessment will assess how effectively students have developed their understanding of the topic	Bonding is a cornerstone of chemistry. It explains how substances are formed, why they have different properties, and how materials are designed and used in the real world. This knowledge prepares students for advanced chemistry and careers in science, engineering, and technology.	This builds on your existing knowledge of atoms, elements, and compounds from KS3. This builds towards a deeper understanding of structure, properties of materials, nanoscience, and organic chemistry at GCSE and A-Level. This provides an opportunity for collaboration between Chemistry, Physics, and Engineering.	Investigate how ionic compounds (e.g., salts) are used in daily life. Research the role of covalent compounds in medicine and materials science. Explore how metallic bonding explains the use of metals in construction and electrical systems.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Numeracy
Term 3: Energeti cs	We will explore energy changes in chemical reactions, the difference between exothermic and endothermic processes, and how to measure and represent these changes.	Define exothermic and endothermic reactions with examples. Describe energy transfer during chemical reactions using energy profile diagrams. Investigate temperature changes in reactions (e.g., neutralisation, displacement, dissolving salts). Explain bond breaking and bond forming in terms of energy absorbed and released. Calculate energy changes using bond energies. Evaluate the applications of exothermic and endothermic reactions in everyday life (e.g., fuels, hand warmers, cold packs).	Through practical experiments, data analysis, energy profile diagrams, and calculations, students will investigate and explain energy changes in reactions. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including calculation and application questions. This assessment will assess how effectively students have developed their understanding of the topic	Energetics links chemistry to real-world applications such as fuels, batteries, and renewable energy. It develops skills in analysis, calculation, and evaluation, preparing students for further study in chemistry, physics, and engineering.	This builds on your existing knowledge of chemical reactions and conservation of energy from KS3. This builds towards deeper study of enthalpy changes, calorimetry, energetics in electrochemistry, and industrial energy efficiency at GCSE and A-Level. This provides an opportunity for collaboration between Chemistry, Physics, and Engineering.	Investigate how calorimetry is used to measure energy content in fuels and foods. Research the role of exothermic and endothermic reactions in industry (e.g., cement manufacture, fertilisers). Explore UAE initiatives in renewable energy (e.g., solar, hydrogen) and link them to energetics.	Observations, Critical thinking, Problem-solving, Collaboration, Inquiry, Research, Experiment implementation, Numeracy

Year 10 Curriculum: Physics



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 1: Energy	You will learn the principles of energy transfer, how energy is transferred in different contexts, and the importance of energy conservation and dissipation.	- Understand the concepts of work done, elastic potential energy, gravitational potential energy, and kinetic energy Learn how to calculate work done, power, and the different forms of energy using the relevant equations Understand the conservation of energy and how energy can be dissipated Explore how energy transfers occur in various systems and the importance of efficiency.	Through practical activities, theoretical exploration, problem-solving exercises, and classroom discussions, students will explore energy concepts such as work done, power, and efficiency. Assessment for Learning: Interactive problem-solving tasks, hands-on experiments, questioning, and peer/self-assessment. Summative Assessment: Energy calculations, efficiency evaluation, and analysis of energy transfer scenarios. This assessment will assess how effectively students have developed their understanding of the topic	Understanding energy transfer and conservation is crucial for grasping fundamental physical concepts, and it has real-world applications in areas like engineering, environmental science, and technology.	This builds on your existing knowledge about moving objects in KS2 and KS3. This builds towards gaining a deeper understanding of energy transfer mechanisms, which are foundational for further study in physics and engineering. This provides an opportunity for collaboration between Physics and Maths	Practical investigation: Explore how different materials affect energy transfer, such as conducting an experiment on the efficiency of insulating materials. Research project: Analyze how energy is conserved and dissipated in real-world scenarios, such as in braking systems or roller coasters. Create a model or presentation demonstrating energy transfers in various systems.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Waves	You will learn about different types of waves, including the nature of transverse and longitudinal waves, wave properties such as refraction, and the electromagnetic spectrum.	- Understand the nature of waves as energy transfer without transferring matter Differentiate between transverse and longitudinal waves, with examples of each (e.g., electromagnetic waves, water waves, sound waves) Explore the refraction of light as it passes through different substances Learn about the electromagnetic spectrum and the characteristics of different types of electromagnetic waves, such as radio waves, microwaves, infrared, visible light, ultraviolet, X-rays, and gamma rays.	Through practical experiments, theoretical exploration, and data analysis, students will investigate wave properties like refraction, wave behaviors, and the electromagnetic spectrum. Assessment for Learning: Interactive simulations, hands-on experiments, questioning, peer and self-assessment. Summative Assessment: Investigate the refraction of light, analyze the electromagnetic spectrum. This assessment will assess how effectively students have developed their understanding of the topic	Understanding waves is crucial for grasping fundamental concepts in physics, such as light, sound, and other forms of energy transfer. It is essential for fields like optics, communication technology, and medical imaging.	This builds on your existing knowledge about the 7 life processes This builds towards gaining a deeper understanding of wave behavior and the nature of electromagnetic radiation, which is foundational for further study in physics and engineering. This provides an opportunity for collaboration between Science and Humanities	- Practical investigation: Experiment with the refraction of light through different substances, such as water, glass, and plastic Research project: Explore the applications of different parts of the electromagnetic spectrum, such as radio waves in communication or X-rays in medical imaging Create a presentation or model illustrating the electromagnetic spectrum.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

Year 10 Curriculum: Physics



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 2: Light and Sound	We will explore how light and sound waves are produced, travel, and interact with matter, and how their properties can be measured and applied in real life.	Compare transverse and longitudinal waves, identifying light as transverse and sound as longitudinal. Define and use key wave terminology (wavelength, frequency, amplitude, period, speed). Describe how sound is produced by vibrations and travels through different media. Investigate how the speed of sound differs in solids, liquids, and gases. Explain reflection, refraction, and dispersion of light using ray diagrams. Apply the wave equation (v = f\(\text{A}\)) to light and sound problems. Investigate practical applications of light and sound waves (e.g., echoes, lenses, prisms, ultrasound, fibre optics).	Through experiments, modelling, calculations, and investigations, students will explore the behaviour of light and sound waves. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including problem-solving and practical-based questions.	Understanding light and sound waves is essential for explaining everyday phenomena and technologies such as lenses, prisms, communication systems, and medical imaging. It prepares students for advanced study in physics and careers in science, engineering, and technology.	This builds on your existing knowledge of simple waves and energy transfer from KS3. This builds towards deeper study of wave phenomena, electromagnetic waves, optics, and quantum physics at GCSE and A-Level. This provides an opportunity for collaboration between Physics, Music, and Engineering.	Investigate how soundproofing materials reduce noise in buildings. Explore how light is used in fibre optic communications and medical endoscopes. Research how ultrasound and X-ray imaging are used in UAE hospitals.	Observations, Critical thinking, Problem-solving Collaboration, Inquiry, Research, Experiment implementation, Numeracy
Term 3: Momentum and Forces	You will learn about momentum, the principles of conservation of momentum, safety in public transport, center of mass, and the turning effects of forces.	- Understand the concept of momentum and the principle of conservation of momentum. - Calculate momentum and apply the principle of conservation in collisions and explosions. - Describe the relationship between force, change in momentum, and time. - Understand and explain safety features in vehicles using the concept of momentum. - Learn about stopping distances, the effect of speed, and factors affecting braking. - Explore the concept of the center of mass and its effect on the stability of objects. - Understand moments, levers, and their applications as force multipliers.	-Through practical activities such as momentum experiments, simulations of collisions, and balancing exercises Classroom discussions on vehicle safety, road conditions, and braking systems Hands-on learning with levers and moments using simple mechanical setups. Assessment for Learning: Problem-solving tasks, questioning, peer/self-assessment. Summative Assessment: Calculations involving momentum, force, stopping distances, moments, and real-world application of concepts.	Understanding momentum and its conservation is essential for studying mechanics. Knowledge of safety in public transport and vehicle dynamics is crucial for road safety awareness. Concepts like moments and the center of mass are fundamental in physics and engineering applications.	This builds on your existing knowledge about the 7 life processes This builds towards gaining a deeper understanding of wave behavior and the nature of momentum, forces, and equilibrium, which are foundational for advanced physics studies. This provides an opportunity for collaboration between Science and Humanities	- Practical investigation: Measure and calculate momentum in collisions using trolleys and motion sensors Project: Design a model vehicle with safety features like crumple zones, air bags, and seat belts, explaining how they minimize injury using momentum concepts Create a demonstration to find the center of mass of irregular objects and explore stability Use levers and simple machines to explore force multiplication.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

KS4 Success Criteria: Science



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
AO1: Knowledge and Understanding of Science	Recall a limited range of scientific facts and simple ideas.	Recall a wider range of facts, terms, and some equations accurately.	Demonstrates a good understanding of scientific concepts and uses terminology correctly.	Recall and communicate detailed knowledge using correct scientific terminology.	Demonstrate comprehensive knowledge of scientific ideas, facts, and equations.
AO2: Application of Knowledge and Understanding, Evaluation, and Problem-Solving	Apply knowledge in simple and familiar situations with support.	Apply knowledge to explain observations and solve problems in familiar and some unfamiliar contexts.	Applies knowledge to new situations and performs basic evaluations independently.	Apply ideas confidently in unfamiliar contexts, including calculations with correct units and significant figures.	Apply knowledge in complex and unfamiliar contexts with clear, logical reasoning.
AO3: Experimental Skills, Analysis, and Evaluation of Data and Methods in Science	Identify basic patterns in data but need guidance to draw conclusions.	Analyse data with some accuracy, identify anomalies, and make basic evaluations of methods.	Independently performs experimental techniques and interprets data accurately.	Analyse and interpret information effectively, evaluate reliability and accuracy, and suggest justified improvements.	Critically analyse and evaluate information and experimental methods, construct balanced arguments, and present fully justified conclusions.









Everyone Counts

Everyone Contributes

Everyone Succeeds



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