

Post 16 Curriculum Handbook







Academic Year 2025-26



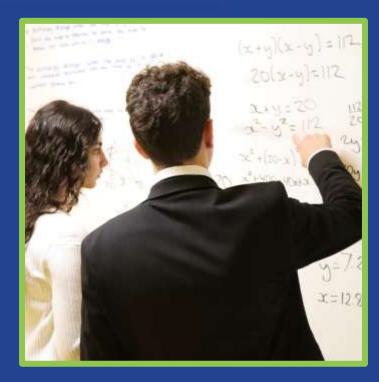


Everyone Counts

Everyone Contributes

Everyone Succeeds





Contents

Introduction	4
Key Contacts	5
Arabic A اللغة العربية الأصلية	6
Art and Design	11
Biology	15
Business	20
Chemistry	31
Computing	36
English Literature	41
Geography	46
Islamic (Native) المنهج الطموح: - تربية إسلامية	59
Islamic (Non-Native)	70
Mathematics	81
Media	94
MSC (Moral, Social, Cultural Studies)	103
PE (Physical Education)	108
Physics	110
Psychology	116

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.



Students will build upon the strong foundations of knowledge and skills developed in KS3 and KS4. Our KS5 curriculum builds towards pathways beyond school, such as universities, colleges and careers. With the expertise among our Post 16 team ensuring that we develop 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 from heads of department and subject leaders, contact details overleaf.

Mr. A Clifford

Assistant Principal: Curriculum and National Agenda

Key Contacts

Alexander Tate

Andrew Clifford	Assistant Principal: Curriculum and National Agenda	andrew.clifford@cognita.com
Nicola Peacock	Assistant Principal: KS4/5	nicola.peacock@cognita.com
Caroline McNamee	Assistant Principal KS3	caroline.mcnamee@cognita.com
Zareef Petkar	Assistant Principal: Data and Assessment	zareef.petkar@cognita.com
Kellie Gilhooley	Assistant Principal: Learning and Teaching	kellie.gilhooley@cognita.com
Sanaa Harb	Progress Leader KS5	sanaa.harb@cognita.com
Sheree Strickland	Form Tutor Year 12/Subject Lead Geography	sheree.strickland@cognita.com
Emily Williams	Form Tutor Year 12	emily.williams1@cognita.com
Yasmin Boukersi	Form Tutor Year 13/Assistant Head of	yasmin.boukersi@cognita.com
Jerdenne Wilson	Science Form Tutor Y13/Subject Lead Media	Jerdenne.wilson@cognita.com
Renee Facey	Careers and Guidance Counsellor	Renee.facey@cognita.com
Abier Aly	Head of Arabic	abier.aly@cognita.com
Kholoud Jamous	Assistant Head of Arabic	kholoud.jamous@cognita.com
Hina Mirza	Head of Islamic	hina.mirza@cognita.com
Arzak Elbealy	Acting Head of Islamic	arzak.elbealy@cognita.com
Yassar Ali	Head of Science	yassar.ali@cognita.com
Susannah Bull	Head of English	susannah.bull@cognita.com
Stuart Parker	Head of Maths	stuart.parker@cognita.com
Laura Treliving	Head of Physical Education	laura.treliving@cognita.com
Benjamin Rowan	Assistant Head of PE	benjamin.rowan@cognita.com
Natasha Manekshaw	Head of Computing and Enterprise	natasha.manekshaw@cognita.com
Chloe Jayne Davidson	Head of Art and Design	chloe.davidson@cognita.com
Kerri West	Head of Drama and Performance	kerri.west@cognita.com
Alexander Tate	Director of Enrichment and Enhancement	alexander.tate@cognita.com
Ciaran Donnelly	Subject Lead Business	ciaran.donnelly@cognita.com
Naheed Khan	Head of Inclusion	naheed.khan@cognita.com

Director of Enrichment and Enhancement

alexander.tate@cognita.com

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 لأنواع وأساليب مختلفة من الكتابة العربية بالإضافة لتطوير مهارات 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 الآخرين.
 - المشاركة في الأنشطة الصفية ولعب الأدوار والمناقشات والمناظرات والعمل الجماعي وهذا سيساعد في تطوير مهارات اللغة لدى الطلاب.
 - دراسة بعض الموضوعات المتعلقة بالأدب والتاريخ والتقاليد والعادات والقضايا المعاصرة المتعلقة بالمجتمعات العربية.
 - التعرض للمواد الثقافية الأصيلة ، مثل الأدب والأفلام 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 12 Curriculum: Arabic A

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration
<u>Term 1:</u> مراحظ وحكم	الكهجل المتعام الأبيات في سيقها التاريخي والسياسي والسياسي والمجامي ومنخلصا السمات القنية أنها السمات القنية أنها التسوس الأبيية المؤمنات موضعا علاقة الفكر المغربات من خلال المغربات المدين خلال المدين	ما الميدة الذي تعيش به؟ فل حدث لك موقف أن اله وعلت أهدا ما وخلفت وعلك وماذا كان رد القطل هذا الشخص؟ عل تعرف حديثا شريف يتحدث عن الوعد وجزاء من لا يقي يوعدد؟	يفارن المتعلم بين تصوص شعرية تنتمي إلى يقارن المتعلم بين تصوص شعرية تنتمي إلى عصر أدي واجد من حيث الألفاط والأسلوب. ويضح المتعلم دور الخيال والمحسنات القطية في علق التأثير في الشعر بنقد المتعلم النس الأدي من خلال تحقيل العاطفة والنبرة والتحسيد والرمزية في مستخدما التقنيات السعمية والبصرية في عرض انجازة مراعيا مهارة التحدث باللغة يقارن المتعلم بين تصين أديين قديم وحديث اللغة يقارك في موضوع واحد من حيث اللغة والأسلوب. "بشتركان في موضوع واحد من حيث اللغة والرسلوب. "بشتركان في موضوع واحد من حيث اللغة على المتعلم النمي الشعري في سيافه بطل المتعلم النمي الشعري في سيافه التاريخي مستنتجا السمات الفتية له .	البحث عن خصائص الشعر في العصر الجاهلي موقع وبكيبيديا. https://ar.wikipedia.org/wiki/ البحث في موقع المعاني لتنفسير المفردات. https://awww.airmany.com/ar/dict/ar-ar/ البحث في موقع المعاني لتنفسير المفردات. http://www.airmany.com/ar/dict/ar-ar/ 1- استراتيجية التعليم المباتر عن طريق المؤال والجواب بما يوحيه عنوان القصيدة. أو شفوا وذلك لاستثمار الصور في توضيح عنوان اللرس د أستراتيجية المهارة الغرائية - حيث غيرا الطالب الغدوة ثم الباق ويراعي فني الغراءة التعبير والانفعال والتنغيم ويامكان المعلم إسماع الطلاب النص موظفا الوسائط السمعية والبصرية المتراتيجية الفهم المام للنص: عن طريق أسئلة شفوية وعصف ذهني حول النص والماطقة والمسرالذي فيلت فيه أستراتيجية أعمل فهني: وذلك عن طريق التعلم التعاولي ويتم فيها تقسيم الطلاب إلى مجموعات وتقيم كل مجموعة بمهمة المجموعة الاولى عمل معجم للنص والثالثية بطاقة تمريف بالشاعر والثالثية والثالث من المعلم وتقيم المجموعة الإمارائية والتعارة العملية قرى في نفس العصر أو عصر أخر أنشاط التحدي عن طريق المقارة بن القيم الواردة في النص والرابط بين الملاب حول القيم الواردة في النص والغيم الموجودة في المجتمع أن من خلال النص عن راحية الطلاب بكتابة موضوعات ابداعية (قصية — حوار – تعبير – رسالة — تقرير – وصف) من خلال النص	- يحدد شخصية الكاتب من خلال نتبع حياته الناريخية والاجتماعية السمال الإجمالي التص موضحا الفكر الرئيسة والفرعية والفرعية المختلفة أن المختلفة أن المختلفة أن المختلفة	استراتيجية الربط يالمواد الأخرى ونتم عن طريق اسئلة ربط النص بالإسلاميات والدراسات الاجتماعية وعن طريق الاستدلال بايات واحدى وشعر من التراث يتوافق مع ما جاء في النص.	عل منطط • نشر يضم اهم الاملاق التي نماز بها العرب التيمار
Term 2:	يكتب المتعلم لمسوسنا ومسقية موطقا الأساليب التعربية و الانتبائية و المسور البيانية.	ما أهر خصائص النص الوصقي؟ وما أنواع الوصق في التصوص الوصقية؟	- يكتب نصا وصفيًا مراعيا عناصر النص الوصفي مستخفقًا الصور البيانية و الإساليب المختلف	عرض تقتيمي حول النص الوصفي المقصود به و عناصره و كيفية كتابته 2 - عرض نموذج لنص وصفي أمام الطلاب وتحليله واستخراج أهم عناصره عن طريق منافشة الطلاب حول الأدلة المختلفة في النص و طريقة الكاتب و المقدمة والمرض و الخاتمة 3 - يُطلب من المتعلمين محاكاة النموذج وكتابة نص وصفي عن منزلهم القديم 4 - بعرض الملاب ما كثيره و لتلقيم حول اهم العناسر المفتقة مثل التفقر و علامات الترقم و الأخطاء الإملانية.	يكتب المنظم نصنا وصفيا مراجعا عناصر اللص الوصفي	اكاب نصا وصفيا عن منزلكم التهم إذا كات انتقات إلى منزل جنيد أو عن أي مكان أخر أنه مكانة في نفسك.	الكتب نصنا • وصليا عن وصليا عن منزلكم القنيم الناكت القلت اليام اليام عن أي مكان أي م
نص شعري من العصر الحديث (الطين)	يخلل المتملم النصوص في سيافها التاريخي . والسياسي والاجتماعي 1.1.2	ما المقصود يعنوان النص"الطين"؟ وما مقياس التفاضل بين الناس؟ ما جزاء المتكبر عند الله؟	- أن يغازن المتعلم بين نصوص شمرية تنتمي إلى عصر أدني موضحا السمات الفنية فيه في سيافه التاريخي. - أن يحدد الطلاب الملالات الإيحائية والمجازية في النص الشعري	- استراتيجية بحو النص: عن طريق السؤال والجواب بما يوحيه عنوان القصيدة. أو - استراتيجية بحو النص: شاهد – فكر – انقد عن طريق عرض صور لها علاقة بالدرس والسؤال عنها شفويا وذلك لاستثمار الصور لتوضيح عنوان الدرس - استراتيجية مهارة البحث عن خصائص الشعر في العصر المباسي موقع الف - استراتيجية المهارة البحث عن خصائص الشعر في العصر المباسي - استراتيجية المهارة القرائية - حيث بقرأ الطالب الفدوة ثم الباق ويراعي في الفراءة التعبير والانفعال والتنفيم ويامكان المعلم اسماع الطلاب النص موظفا الوسائط الممعية والبصرية. - استراتيجية الفهم المام للنص: عن طريق أسئلة شفوية وعصف ذهني حول النص والماطفة والعصر الذي قيلت فيه	يقارن المتعلم بين نصوص شمرية تنتبي إلى عمر أدبي واحد من حيث الألفاظ والأسلوب. يوضح المتعلم دور الخيال والمحسنات اللفظية في خلق التأثير في الشمر ينقد المتعلم التس الأدبي من والتجسيد والرمزية .	عقد مناظرة بين طالبين عن الشخص المتفاخر بماله و علمه و نسي أصله .	كتابة رسالة شكر للهلال الأحمر الإمارالي على المجهود المبلول منها نجاه الآخرين

Year 12 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 القرابة يحتد الفكر الرئيسة أو الرسالة العلمة، والدروس المستفادة من اللصوص.	- بيين المخى الإجمالي للنص الشعري. - يمثلنج الدلالات التي تظهر تفاسيل القصة.	-يبين المعلى الإجمالي للنص الشعري، موضحا علاقة الفكر بيعضها البعض، وموضحا مفرداته من خلال السياق، ومصادر رقعية، ومستنتجا الدلالات الإيمانية	بيين المعلى الإجمالي للنص الشعري، موضحا علاقة الفكر بيعضها البعض، وموضحا طرداته من خلال السياق، ومصادر رقعية، ومستنجا الدلالات الإيحانية. - يحلل النص في منياته التاريخي والاجتماعي والمياسي.	يحدد جوانب مجلة في النصوص الامية، ويغيمها يطل عناصر اللحن، وخيارات الموافيل في - اختيار الكامنت والأسليب الابية المناسبة للصوصهم - يتعرف حركة الامترجاع في الزمن -	يحدد جوانب معيلة في المصوص الأدبية، ويفهمها. يحل عناصر اللهس، وخيارات المؤلفين في اختيار - الكلمات والأساليب الأدبية المذامنية للمسوصهم يتعرف حركة الاسترجاع في الزمن، ودوره في تشكيل - البناء القسمسي، وما يضفيه من دلالات ومقاسم.
مهارة الكذابة يكتب نصوصا لعير عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكذابية، من خلال مراحل الكذابة.	وكانب قشية ويذقال أفكرها، ومطاهرها، وأسابها وتذائجها. ويستخدم بحدا من التصوير البلاغي.	يكتب قضية ويتاقش أفكارها، ومطاهرها، وأسبابها ولتتجها. ولتتجها. ولتتجها. يستخدم بعضا من التصوير البلاعي ينظم الأفكار والحجج المعبرة هن الموضوع، مدعومة - بالأطة والأمثلة.	بكتب مقالا وسفيا مستخدما لقنيات الكتابة الوصفية . استخدام اسداه محددة، توطيف التفاصيل الحسية و اللغة المجازية يستخدم التصوير البلاغي في كذابته .	يكتب مقالاً وصفياً مستخدماً تقدات الكتابة . الوسطية: استخدام أسماه محددة، توطيف الفاسديل الحصية و اللغة المجازية يستخدم التصوير البلاغي في كتاباته . يعيد كتابة تعن قصصي من وجهة نظر . إخرى	يكانب مقالا وصفيا مستخدما تقنيات الكالبة الوصفية استخدام اسماء محددة، توظيف التفاسيل الحسية و اللغة المجازية. المجازية يستخدم التصوير البلاغي في كتاباته - يستخدم التصوير البلاغي في كتاباته - يستخدم فنظمة، مستخدما وسائل الفاعية - مختلفة
مهارة التحدث يعرض نصا معلوماتيا بأشكال مرنية، وباستخدام الوسائط المتعددة	يقم عرضا ثقويا برديا يصف فيه شخصية اسطورية	يقدم عرضا شفويا سرديا يصف فيه شخصية أسطورية. ويحلل موقفا لهاء مستخدما تقيات الحوار والسرد والتشويق والإيماءات، والرسال الضمنية.	يجمع المعلومات ويقدم عرضا ثفويا معلوماتيا بهنف الإقناع، يضمنه أنلة متطقية، وحججا مقعة.	يقدم عرضا تأمليا لمنت أو موقف شخصي، وهدفه فيها مستخدما أستر الهجيات الوصف والموازنة، رابطا خيراته بالخبرات العامة.	- يلخص قصلا من كذاب قرأه، ويقدم عنه عرضا شفويا، مستخدما تقنيات الجوار والسرد والتشويق والإيمادات، والرسائل الضمنية
مهارة الاستماع يحدد مضمون النص المسموع، والفكرة الرئيسة، والأفكار الغرعية، ويطل المادة المسموعة، محددا العلاقات بين أجزاء النصر، مفاضلا بين الاراء	يحد أفكار النص المنبوع، والرسلة المانة.	يحلل لفكار النص المنحوع، محددا الفكر والنقاط الرئيسة.	يحد القيم الطاهرة والفاية في النص المسموع، وافكاره الرئيسة، ويحدد الكلمة المفتاخية التحن.	يحدد الفكرة الرئيسة، والثقامة المحورية التي قام عليها النصل، ويذافشها، ويبيل موقفه منها، ويشرح الإطلة الناصة لها:	يحد الفكرة الرئيسة، والقابلة المحورية التي قد عليها النص. ويناقشها، ويبين موقفه منها، ويشرح الأدلة الداعمة لها - يكتب تغريدة حول اللص المسموع، وينشرها على تويتر.
مهارة القواعد يتمرف المفاهيم التحوية والسرافية، ويستخدمها استخداما مسحوحاً.	يتعرف نوعا ولعنا من انواع البيل، ويوطقه في جعل. - يتعرف اسم التضييل، ويصوعه، ويوطفه	- يتعرف نوعين من أنواع البنل، ويعربه، ويوظفه في حمل . حمل . يتعرف اسم التفسيل، ويمسوعه، ويوطفه يتعرف اسمى الزمان والمكان، ويمسوعهما في ما	وتعرف البدل بأتواعه، ويعربه، ويوطقه في قترة من عدد لا نقل عن 30 كامة. - يتعرف اسم التفسيل، ويصوعه، ويوطقه - يتعرف اسمي الزمان والمكان، ويصوغهما في جمل:	يتعرف البنل بالواعد، ويعربه، ويوطقه في فقرة من عنده لا نقل عن 40 كلدة. يتعرف اسم التعديل، ويصوعه، ويوطقه - بتعرف اسمي الزمان والمكان، ويصوعهما - في جمان يتعرف افعال المقاربة والرجاء والشروع، ويوطقها في مواقف حياتية	يتعرف البدل بأنواعه، ويعربه، ويوظفه في فقرة من علد لا اقل عن 50 كامة يتعرف أسم التفصيل، ويصوعه، ويوظفه - - يتعرف أسمي الزمان والمكان، ويصوعه، قيم جمل يتعرف أفعال المقاربة والرجاء والشروع، ويوظفها في - مواقف حياتية.

Year 13 Curriculum: Arabic A



تحليل لتص الأدبي أفهم أفهر - النص الشعري	المتعلم النص الإدبي شعرا أو نشرا من خلال الإفكار والإقوال الواردة في	مثا تعرف عن آغراض الشعر؟ وما القرض الذي استها به المثني الصيات؟	- يحلل النص تحليلا ادبيًا يفسر كلمات النص مستنبطًا الدلالات التعبيرية فيه يبين المعنى الإجمالي للنص موضحًا الفكر الرئيسة والفر عية.	القراءة الجهرية - أنشطة التمايز بين الطلاب - المناقشات والمحادثات - البطاقات المرنية والصور الموحية .	يتوقع في نهاية الدرس يكون المتعلم قادرا على: - تحليل النص تحليلا ادبيًا. - تفسير كلمات النص مستنبطا الدلالات التعبيرية فيه. - يبين المعنى الإجمالي للنص موضحا الفكر الرئيسة والغرعية.	ینطر الطائف بحسنا من افرانس التام العوانی، و سبب بدایه الشعراد الصناف هو یکام آن	أن بكتب الطالب بحثًا • عن كيفية تحليل النصوص الأدبية المختلفة.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
العدد العد	النص النثري الى عناصره القنية موضحا	الرمز من تنظيت تصهدة في نظمة. ما تنظمون بالرمز؟ وهل قرات فصة ينضح فيها الرمز؟	- يحلل شخصيات القصة ومواقف كل منهم مع الاستدلال من النصر. - ياسر كلمات النص مستنبطا الدلالات التعبيرية فيه . - يبين المعنى الإجمالي للنص موضحا الفكر الرئيسة والفرعية.	- القراءة الجهرية - انشطة التمايز بين الطلاب - المناقشات والمحائثات - البطاقات المرنية والصور الموحية	يولع في نهيد الدرن يفون النظر فترا على - تحليل شخصيات القصدة و مواقف كل منهم مع الاستدلال من النص تقسير كاما الأستدلال من النص القسير كام المستبطأ الدلالات التحبيرية فيه يبعن المعنى الإحمالي للنص موضحا الفكر الرئيسة والغرعية.	ينظر الشائب تخلية الراسز ، وينظن استخدامها في تخديده	أن وكثب الطالب نصاً • الداعيا عن دور الإداعيا عن دور الإمارات في الحفاظ على الإستقرار الأسري في الدولة	Critical thinking Analysis Coflaboration Inquiry Research Design Thinking User experience [UX] design Adaptability Iteration Resilience
<u>تورد</u> النص الإقناعي الإقناعي	نمسمنا	ما خصائص النص الإشاعي؟ ما مهمة الكاتب في قنص الإقناعي؟ وما أهم ما تنطلبه الكتابة الإقناعية؟	- يكتب نصنا إقناعيا عن اتحاد الإمارات داعما كتابته بادلة واقعية بسرد قصصنا واقعية عن اتحاد الإمارات وتأثيره في نفوس أينانه - يستخدم القواميس وموسوعات المفردات والمواقع الإلكترونية المناسبة للموضوع .	- المواقع الإلكترونية - أنشطة التمايز - البطاقات المرنية والصور الموحية . - مقاطع الغيديو	يتوقع في نهاية الدرس يكون المتعلم قادرا على: - كتابة نصنا إقااعيا عن اتحاد الإمارات داعما كتابته بادلة واقعية . - سرد قصصنا واقعية عن اتحاد الإمارات وتأثيره في نفوس ابنائه . - استخدام القواميس وموسوعات المغردات والمواقع الإلكترونية . المناسبة للموضوع .	كتابة نص إقناعي عن دور الاتحاد في استقرار الدولة وتقدمها	عمل مخطط ذهني عن خصائص النص الإقناعي	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

Year 13 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 العشة، والدروس المستفادة من النصوص.	- بيين المعنى الإجمالي للنص الشعري. - يستنتج الدلالات التي تظهر تفاسيل النســة.	بيين المعنى الإجمالي للنص الشعري، موضحا علاقة العكن العكن العكن وموضحا ملاقة العكن، وموضحا ملاقة المياق، ومصادر رقعية، ومستنتجا الدلالات الإيحانية.	بيين المعلى الإجمالي للنص الشعري، موضعا علاقة الفكر بنعضها البعض، وموضعا مارداته من خلال السياق، ومصادر رقمية، ومسائلة الدلالات الإيمالية يحلل النص في مياقة الثاريخي والاجتماعي والسياسي.	يحدد جوانب معينة في النصوص الأدبية، ويقيمها. يحلل عناصر النصر، وخيارات الموافين في - اختيار الكلمات والأسليب الأدبية المداسية للصوصيع. - يتعرف جركة الإسترجاع في الرمان -	يحتد جو الب معينة في النصوص الأدبية، ويفهمها. يحلل عناصر النص، وخيار ات الموافين في اختيار - الكلمات و الأسليب الأدبية المناسبة لتسوسهم يتعرف حركة الاسترجاع في الزمن، ودوره في تشكيل - الناء القصصي، وما يضفيه من دلالات ومقاصد.
مهارة الكذابة يكتب نصوصا تعبر عن فكرة مركزية، وتظهر مقدرة على الذركيز والتنظيم، مطروا مهاراته الكذابية، من خلال مراحل الكذابة.	یکاتب قمدید و یدافش آفکار ها، و سطاهر ها، و آسیانها و تقانجهار - پستخدم بعضا من النصویر البلاعی	يكتب قضية ويذقش أفكار ها، ومظاهر ها، وأسبابها ولتأجها, والثالجها, والثالجها, يستختم بعضا من التصوير البلاغي - ينظم الأفكار والمجح المعبرة هن الموضوع، مدعومة - بالأطاة والأطالة والأطالة	يكتب مقالا وسفيا مستخدما تقيات الكتابة الوسلية: استخدام اسماء معندة، توظيف القاصيل الحسية واللغة المجازية: بستخدم التسوير البلاغي في كتاباته	يكتب مقالا ومسليا مستخدما تقنيات الكتابة - الوصفية استخدام اسماء محدثة توظيف التفاصيل الحسية واللغة المجازية يستخدم التصوير البلاغي في كتاباته - يعيد كتابة تصن قسسسي من وجهة نظر - اخرى	يكتب مقالا وسفيا مستخدما تقيات الكتابة الوسطية: استخدام أسماء محندة، توظيف التفاصيل الحميية و اللغة المجازية: يستخدم التصوير البلاغي في كتابته ينتج نصوصا القاعية منظمة، مستخدما وسائل التاعية مختلفة
مهارة التحدث يغرض نصا مطوماتيا بأشكال مزئية، وباستخدام الوسائط المتعددة.	يقم عرضا ثلويا سرديا يصف فيه شخصية اسطورية	يقدم عرضنا شغويا مرديا بصف فيه شخصية أسشورية، ويحلل موقفا لها، مسلخدما تقليات الحوار والمرد والتشويق والإيغاءات، والرسائل الضمنية.	يجمع المطومات ويقتم عرضا شفويا مطوماتيا بهنف الإقناع، يضمله أنلة منطقية، وحججا مقتمة	يقدم عرضنا تأمليا لمنت أو موقف شخصي، و هنفه فيها مستخدما استر البجيفت الرصف و المواز نام رابطا خير انه بالغيرات العامة.	. يلخص فصلا من كتاب قرأه، ويقدم عنه عرضنا شفويا، مسلختما تقنيات الحوار والسرد والتشويق والإيماءات، والرسائل الضمنية.
مهارة الاستماع يجدد مضمون النص المسموع، والفكرة الرئيسة، والأفكار الغرعية، ويحل المادة المسموعة، مجدد الملاقات بين أجزاء النصر، مقاضلاً بين الإراه.	يعدد أفكار اللص المسموع، والرسالة العابة.	يحلل أفكار النص المسوع، محددا الفكر والنقاط الرئيسة	يحدد القيم الظاهرة والمفية في النص المسموع، وأفكاره الرئيسة، ويحدد الكلمة المقتاعية اللعان.	يحدد الفكرة الرئيسة، واللقاط المحورية التي قام عليها اللص، ويلتقامها، ويبيل موقه منها، ويشرح الأرثة الناعمة لها	يحدد الفكرة الرئيسة، والتقاط المحورية الذي قام عليها اللص، وينتخفها، ويبين موقفه ملها، ويشرح الادلة الداعمة لها - يكتب تغريدة حول النص المسموع، وينشرها على تويتر.
مهارة القواعد يتعرف المفاهيم النحوية والمسرفية، ويستخدها استغناما محيحا.	يتعرف اسم الداخل، ويوطقه في جمل حياتية. يتحرف اسم المفعول، ويوطقه في حمل -	يتعرف اسم الفاعل، ويوطفه في جمل حياتية. يتعرف اسم المفعول، ويوطفه في جمل حياتية. يتعرف اسلوب المنح والذم، ويسمى عنامسره، ويعربه إعرابا صحيحا، ويوطفه في سيافات مختلفة.	يتعرف اميم الفاعل، ويوطفه في جمل حياتية. يتعرف اميم المفعول، ويوطفه في جمل حياتية. يتعرف اميلوب المدح والذم، ويسمي عناسره، ويعوبه إعرابا محجدا، ويوطفه في سيافات مختلفة	يتعرف اسم الداعل، ويوظفه في جمل حياتية. يتعرف اسم الطعول، ويوظفه في جمل حياتية. حياتية. يتعرف اسلوب المدح والذم، ويسمى عاسره، ويعربه اعرابا صحيحا، ويوظفه في سيقات حظفة يتعرف اسلوب القسم وعلاسره، وأحكامه، ويعربه إعرابا صحيحا، ويوظفه في سيقات	يتعرف اسم الفاعل، ويوطفه في جمل حياتية. يتعرف اسم المفعول، ويوطفه في جمل حياتية. يتعرف أسلوب المدح والذم، ويسمى عناسره، ويعربه - اعرابا مسعيحا، ويوطفه في سياقات مخالفة يتعرف أسلوب القسم وعلصره، وأحكامه، ويعربه - اعرابا مستوحا، ويوطفه في سياقات مخالفة. د يتعرف أسلوب التبرط الجازم، وعناسره، ويعربه - اعرابا مستيما، ويوطفه في سياقات مخالفة

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 12 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:	Human Figures. Students will do study from Fine art, 3D and Textiles based on the Human figure.	Explore using a wide range of media. Pen Ink Charcoal Chelk Print Reduction Ling Use of scale	To develop contextual knowledge and Artist studies of the human figure. To complete an Artist Study of the Human body consisting of Print Drawing Painting Sculpture Casting	Through exploring a variety of Fine artists Sculptures and Textiles Designs who have research and looked at the Human Figure. Assessment for Learning: Quelity of work in relation to the skills Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To understand how to develop one idea in different ways. To work with mistakes and build on them To understand how to work on one pieces for a sustained period.	This builds on skills learnt at IGCSE This builds towards developing own personal style and work to build their portfolios for university. This provides an opportunity for collaboration between working artists and designers. Work for exhibitions.	Design Create Exploring media Exhibitions Film Photography	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2:	How to form an essay question relating to the student's personal study. How to structure the essay with an introduction comparison and their own artwork.	Developing knowledge of how to pose a question that the students will answer for their essay. This supports their personal study in the exam in Year 13.	How have you asked a question to talk about your own personal study. How have you used the formal slements to structure your essay. Have you answered your essay question.	Through exploring art works of various forms such as sculptures paintings, fashion. Looking at past essays and analyzing, comparing. Using the format elements and making judgements of their own. Assessment for Learning: Exam criteria of exploration. Peer and self-assessment. Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To gain insight into how to compare and contrast thoughts and feelings provokes by artwork. To be able to make a structured essay to support the students' personal studies in Year 13.	This builds on essay writing and reading This builds towards students writing their own personal study This provides an opportunity for collaboration between working artist and their own work. Peer assessment.	Analyse Design Reading Contextual research	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
Term 3: Personal Portfolio	To develop their own personal *Sens of place Sense of Identity*	Developing skills from GCSE to mature to A level. Worth 60% of final	To develop your own personal portfolio.	Through exploring colour, tints and tones. Assessment for Learning: Research Develop Refine Present Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with a range of different media options in order for students to work independently and build their own personal portfolio. To be able to specialism in creative pethway searching options available for them in career paths and university options.	This builds on creative independence This builds towards building portfolios and independence through media selection This provides an opportunity for collaboration between working artists and the students.	Design Develop Exhibitions Fashion Photography Fitm Music Nature	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

Year 13 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: July: January	Developing personal and meaningful response to start the chosen start word. Sense of Place Sense of Identity.	How have you communicate d your idea visually through your project? Develop your Essay around your own personal study.	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. How have you contextual your project and looked at the world around you?	Through exploring WAGOLL and working artists that also look at similar themes to your chosen atart 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 A level 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 Real life responses Film Photography 2D/3D Print Fashion	Critical thinking Creativity Collaboration Problem-activing Adaptability Research Design Thinking
			Term 2: Moderation and worksh	ops to improve and explore prior to	final exam . Start word Relea	sed in February.		
Term 2. January —April	Developing personal and meaningful response to start the chosen start word. Sent by Exam board in Fedruary	How have you communicate d your idea visualty 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 tooic.	To understand how to use the world around you to respond, make, create artwork in different medias. 40% 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 Develop Design Creste Research Contextual learning Real life responses Film Photography 2D/30 Print Fashion	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

KS5 Success Criteria: Art and Design



Success Criteria	Working Below D/E	Working Towards D/C	Working At C	Working Above B	Significantly Above
AO1 Develop Ideas	Limited 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 ambitious. 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 (drawlings, 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 → final 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.

Biology



Horizon International School's pupils are bright and able young people who study science with enthusiasm and are good thinkers and explorers. 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

KS5 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 1: Unit 1 The Diversity of Living reganisms	You will explore the variety of life, focusing on the similarities and differences in biological molecules, cellular structure, gas exchange, transport systems, genetic diversity, and taxonomy.	- Understand the structure and function of biological molecules, including carbohydrates, lipids, and proteins. - Explore the structure and function of eukaryotic and prokaryotic cells, and the role of cell membranes in transport. - Analyze the properties and functions of enzymes and the factors affecting their activity. - Learn about gas exchange systems, the transport of oxygen, and the adaptations of organisms. - Understand the principles of genetic diversity, DNA structure, protein synthesis, and the process of meiosis. - Study the concept of species, biological classification, and biodiversity within communities.	Through theoretical study, laboratory experiments, and data analysis, students will develop a foundational understanding of biological diversity, molecular biology, and collular processes. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments investigating enzyme activity, cell structure, and gas exchange. This assessment will evaluate students' ability to apply biological concepts and laboratory techniques to real-world biological phenomena.	Understanding the diversity of living organisms is crucial for advanced studies in biology, as it provides a foundation for topics like genetics, ecology, and physiology.	This builds on your existing knowledge about Biochemistry in KS2 and KS3. This builds towards gaining a deeper understanding of complex biological systems, molecular genetics, and biodiversity for university-level biology and related fields. This provides an opportunity for collaboration between Biology and Chemistry	- Explore the role of enzymes in metabolic processes and the importance of genetic diversity in evolution and conservation Project: Investigate the diversity of plant pigments using chromatography and analyze the adaptations of different gas exchange systems in organisms. - Research: Study case studies on the impact of human activities on biodiversity and the use of DNA sequencing in faxonomy.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Laboratory skills - Experiment implementation - Communication of scientific ideas
Term 2: Unit 2 Biological Systems and Disease	You will explore the structure and function of biological systems, focusing on the digestive and circulatory systems, mass transport in plants, disease mechanisms, the immune response, and cellular processes like mitosis.	- Understand the causes of diseases, including the role of pathogens, lifestyle factors, and genetics in disease development. - Learn about the structure and function of the human digestive system and the process of digestion and absorption. - Study the biology of diseases like cholera and HIV, and the defensive functions of blood. - Analyze the structure of the mammalian heart and the circulatory system, including factors affecting heart disease. - Explore mass transport systems in plants, including the role of xylem and phloem. - Understand cell division processes like mitosis and binary fission, and the role of mutations in cancer.	Through theoretical study, laboratory experiments, and data analysis, students will develop an understanding of biological systems, disease mechanisms, and cellular processes. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments involving the study of the digestive system, heart function, and the role of enzymes in digestion. This assessment will evaluate students' ability to apply knowledge of biological systems and disease to real-world scenarios.	Understanding biological systems and disease is essential for advanced studies in biology and medicine, as it provides insights into how organisms function and how diseases affect them.	This builds on your existing knowledge about inheritance from KS3 and KS4 This builds towards gaining a deeper understanding of human physiology, immunology, and pathology for university-level biology, medicine, and related fields. This provides an opportunity for collaboration between Biology and Chemistry	- Explore the impact of lifestyle on heart disease and the effectiveness of different treatments for diseases like cholera and HIV. - Project: Investigate the effects of different variables on human heart rate and plant transpiration rates. - Research: Study case studies on the development and application of vaccines and the role of aphids in spreading plant viruses.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Laboratory skills - Experiment - Implementation - Communication of scientific ideas

KS5 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 1: Unit 3 Populations and Genes	You will learn about ecosystems, population dynamics, photosynthesis, respiration, energy transfer, nutrient cycles, inheritance, and evolution.	- Understand how biotic and abiotic factors affect populations and ecosystems, - Study photosynthesis and respiration, including their processes and significance in ecosystems Explore the principles of energy transfer, food webs, and nutrient cycling Analyze genetic variation, patterns of inheritance, and the principles of evolution. Investigate allele frequencies in populations and understand the concept of speciation.	Through theoretical study, luboratory experiments, and data analysis, students will explore ecological systems, genetic diversity, and evolutionary mechanisms. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments involving photosynthesis, respiration, and competition in ecosystems. This assessment will evaluate students' understanding of ecological principles and genetic variation.	Understanding populations, genetics, and ecosystems is crucial for studying biodiversity, ecology, and evolutionary biology. This knowledge is fundamental for conservation biology and managing environmental challenges.	This builds on your existing knowledge about photosynthesis in KS4 and KS3. This builds towards gaining a deeper understanding of ecological interactions, evolutionary mechanisms, and genetic diversity for university-level biology and environmental science. This provides an opportunity for collaboration between biology and chemistry	- Investigate the impact of human activities on ecosystems and the importance of conservation Project: Analyze the effects of a specific limiting factor on the rate of photosynthesis or respiration Research: Study case studies on the impact of climate change on ecosystems and species evolution.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Laboratory skills - Experiment Implementation - Communication of scientific ideas
Term 2: Unit 4 Control	You will learn about control mechanisms in organisms, including reflex arcs, nerve impulses, synaptic transmission, muscle contraction, plant growth responses, homeostasis, hormonal control, heart rate regulation, and gene expression.	- Understand the structure and function of control systems in animals and plants, including reflex arcs and hormones Explore how the nervous system transmits impulses and controls responses Study the mechanisms of homeostasis and the role of hormones in maintaining stable conditions. - Analyze the regulation of gene expression and the role of epigenetics Investigate recombinant DNA technology and its applications.	Through theoretical study, laboratory experiments, and data analysis, students will explore how organisms control their internal environment and respond to external stimuli. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments investigating the effects of variables on plant growth direction. This assessment will evaluate students' understanding of control mechanisms and gene expression.	Understanding control mechanisms is crucial for studying physiology, genetics, and biotechnology. This knowledge is fundamental for medical sciences, agriculture, and biotechnology applications.	This builds on your existing knowledge about ecology from KS3 and KS4 This builds towards gaining a deeper understanding of physiological control, genetic regulation, and biotechnology for university-level biology, medicine, and related fields. This provides an opportunity for collaboration between Biology and geography	- Investigate the ethical, social, and financial issues associated with recombinant DNA technology. - Project: Explore the role of hormones and the nervous system in maintaining homeostasis. - Research: Study case studies on the use of stem cells in treating human disorders.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Laboratory skills - Experiment implementation - Communication of scientific ideas

KS5 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 3: Unit 5 Required practicals	You will engage in a series of required practical experiments to develop essential laboratory skills and deepen your understanding of key biological principles.	Microscopy: Learn how to use microscopes effectively, prepare slides, and observe and identify cells and tissues. Investigation of Enzyme Activity: Explore the effects of substrate concentration, enzyme concentration, temperature, and pH on enzyme activity using a suitable enzyme-substrate system. Investigating Osmosis: Investigate the movement of water molacules across a semi-permeable membrane in plant tissues using different concentrations of solutions. Investigating Photosynthesis: Explore the factors affecting the rate of photosynthesis, such as light intensity, carbon dioxide concentration, and temperature. Investigating Microorganisms: Investigate the growth and inhibition of microorganisms using agar plates and different antimicrobial agents. Investigating Respiration: Measure the rate of respiration in living organisms under different conditions, such as temperature or substrate availability. Investigating Reaction Time: Explore the factors influencing human reaction time through experiments involving stimuli and response measurements. Investigating Plant Responses: Investigate the responses of plants to external stimuli, such as light, gravity, or moisture.	These required practical experiments will enhance your practical skills, develop your ability to design experiments, and reinforce your understanding of key chemical concepts. They will also prepare you for practical examinations and develop the scientific skills necessary for further study or careers in biology-related fields. Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: final project with assignment. This assessment will assess how effectively students have developed their understanding of the topic	Engaging in required practicals is crucial in biology as it allows you to apply theoretical knowledge in a practical setting, develop critical thinking and problemsolving skills, and gain hands-on experience with laboratory techniques and equipment.	This builds on your existing knowledge about practical skills in KS5 This builds towards gaining a deeper understanding of practical science at university. This provides an opportunity for collaboration between Science, Chemistry and DT,	Practical work in A-level Biology is essential for developing your scientific skills and knowledge. It provides practical application of theoretical concepts, reinforces understanding, and prepares you for further study or scientific careers.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

KS5 Success Criteria: Biology



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	Inconsistently recalls basic scientific concepts, terminology, and knowledge.	Shows limited understanding and occasional correct use of scientific terms and knowledge	Demonstrates a good understanding of scientific concepts and knowledge, and uses terminology correctly.	Shows thorough understanding and frequently uses scientific terminology and knowledge accurately.	Consistently demonstrates in-depth understanding and precise use of scientific terminology and knowledge.
AO2 Application of Knowledge and Understanding:	Inconsistently applies knowledge in new contexts and evaluates information.	Occasionally applies knowledge to new situations and performs basic evaluations with guidance.	Apptles knowledge to new situations and performs basic evaluations independently.	Frequently applies knowledge effectively in various contexts and demonstrates strong evaluative skills.	Consistently applies knowledge accurately and demonstrates advanced evaluative skills in a variety of contexts.
AO3 Analysis, Evaluation, and Synthesis of Skills:	Inconsistently performs experimental techniques and struggles to interpret and evaluate data.	Performs basic experimental techniques with guidance and occasionally interprets and evaluates data correctly.	Independently performs experimental techniques, interprets data accurately, and begins to evaluate the outcomes.	Demonstrates strong experimental skills, frequently interprets data effectively, and thoroughly evaluates the validity and reliability of results.	Consistently demonstrates advanced experimental skills, accurately interprets data, and rigorously evaluates and improves experimental methods and outcomes.
AO4 Experimental Skills, Investigation, and Scientific Communication:	Inconsistently participates in experiments and investigations.	Performs basic experimental techniques with guidance and occasionally interprets data.	Uses appropriate laboratory techniques and equipment independently.	Demonstrates strong experimental skills and frequently interprets data effectively.	Consistently demonstrates advanced experimental skills and effectively communicates scientific findings and 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 12 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
Term 1: Marketing & People	This unit helps students understand business opportunities, competitive advantage, marketing, people management, and entrepreneurship for real-world success.	How do businesses identify opportunities and develop a competitive advantage through marketing and people management? UAE Link: In the UAE, businesses can align their marketing strategies to cater to the diverse population and cultural preferences. Understanding the local market and customer needs is crucial for success.	Identify customer needs and preferences through market research and analysis Analyze and evaluate various marketing strategies used by businesses to promote their products and services. Explain the different roles and responsibilities of individuals with a business organization. Evaluate the key traits and characteristics of successful entrepreneurs in terms of innovation, risk-taking and leadership	Through exploring the different types of marketing strategies and assessing real life case studies 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 to effectively satisfy customer demands through effective marketing strategies. To gain an insight into the function of businesses in ever changing market circumstances and how YED/IED, Demand and Supply play a major role in influencing a marketing approach.	This builds on your existing knowledge about Marketing from IGCSE This builds towards gaining a deeper understanding of Marketing and People at a higher level for Paper 1 of the IAL course. This provides an opportunity for collaboration between Business GCSE, Media.	Conduct market research to identify customers needs and preferences for a specific. Develop a marketing campaign for a product of your choice Conduct an interview with a marketing manager to develop awareness of the role in a real world setting.
Term 2: Managing Business Activities	This unit is crucial for understanding finance, operations, and external influences on business success.	How do businesses raise finance, optimize operations, and navigate external influences for success? UAE Link: In the UAE, businesses need to navigate the local economic and legal factors, such as tax regulations and government policies, while managing their finances and optimizing operations to deliver goods and services effectively.	Apply financial management skills such as budgeting, forecasting and financial analysis to effectively manage a business's financial resources Optimize operational efficiency by analyzing and improving process, workflows and resource allocation with a business. Analyze external factors and their impact on business operations Evaluate and develop a risk mitigation strategy to minimize the impact of risks on financial performance	Through exploring the different types of financial tools and resources available to a business to manage day to day operations 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 gain insight into financial implications of business decisions and the strategic thinking that must be placed into managingand allocating resources in a business. To understanding how a business can enhance productivity and drive competition in the market.	This builds on your existing knowledge about Finance from iGCSE This builds towards gaining a deeper understanding of Managing Business Activities at a higher level for Paper 1 of the iAL course. This provides on opportunity for collaboration between Business GCSE, Matha.	Create a budget and financial plan for a business Identify methods of improving business processes at our school Create a presentation highlighting the external factors influencing a business of your choice
Term 3; Managing Business Activities	This unit is crucial for understanding finance, operations, and external influences on business success.	How do businesses raise finance, optimize operations, and navigate external influences for success? UAE Link: In the UAE, businesses need to navigate the local economic and legal factors, such as tax regulations and government policies, while managing their finances and optimizing operations to deliver goods and services effectively.	Apply financial management skills such as budgeting, forecasting and financial analysis to effectively manage a business's financial resources. Optimize operational efficiency by analyzing and improving process, workflows and resource allocation with a business. Analyze external factors and their impact on business operations. Evaluate and develop a risk mitigation strategy to minimize the impact of risks on financial performance.	Through exploring the different types of financial tools and resources available to a business to manage day to day operations 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 gain insight into financial implications of business decisions and the strategic thinking that must be placed into managingand allocating resources in a business. To understanding how a business can enhance productivity and drive competition in the market.	This builds on your existing knowledge about Finance from iGCSE This builds towards gaining a deeper understanding of Managing Business Activities at a higher level for Paper 1 of the IAL course. This provides an opportunity for collaboration between Business GCSE, Maths.	Create a budget and financial plan for a business identify methods of improving business processes at our school Create a presentation highlighting the external factors influencing a business of your choice



Term 1 - Marketing and People

Success Criteria	- E	D	C	N 9	A
Define niche markets, mass markets and dynamic markets and their impact on competition	Identify niche markets, mass markets, and dynamic markets	Explain the characteristics of niche markets, mass markets, and dynamic markets	Describe the impact of niche markets, mass markets, and dynamic markets on competition	Analyze the advantages and disadvantages of niche markets, mass markets, and dynamic markets	Propose innovative strategies leveraging niche markets, mass markets, and dynamic markets for competitive advantage
Identify and explain different market research methods	Identify common market research methods	Explain the purpose and basic techniques of market research	Compare and contrast different market research methods	Evaluate the appropriateness and effectiveness of market research methods	Design and execute advanced market research studies using innovative methods
Differentiate between market orientated and product orientated brands	Define market-oriented and product- oriented brands	Describe the characteristics and focus of market-oriented brands	Describe the characteristics and focus of product-oriented brands	Compare and contrast market-oriented and product-oriented brands	Develop a comprehensive brand strategy incorporating both market-oriented and product-oriented approaches
Discuss market positioning strategies such as mapping, segmenting, competitive advantage, differentiation, and value impact business	Identify different market positioning strategies	Explain the purpose and basic concepts of market positioning strategies	Discuss the application and benefits of market positioning strategies	Analyze the effectiveness of different market positioning strategies	Develop innovative market positioning strategies based on comprehensive market analysis
Develop an understanding between the relationship between demand and supply	Define demand and supply and their role in the market	Explain the concept of demand and supply and their interaction	Describe the factors influencing demand and supply	Analyze the relationship between demand and supply and its implications	Formulate strategies to optimize demand and supply dynamics for market advantage
Identify the factors that influence demand and supply, causing a shift either left or right in the curve and identifying market/price equilibrium	Identify factors influencing demand and supply	Explain how changes in factors shift the demand and supply curve	Analyze the impact of shifts in demand and supply on market equilibrium	Evaluate the interplay of multiple factors influencing demand and supply	Develop complex models to predict and manage market equilibrium in response to changing factors
Examine the differences between YED & IED	Define YED and IED	Explain the concept of income elasticity of demand and supply	Compare and contrast YED and IED	Analyze the implications of YED and IED in different market scenarios	Propose strategies to leverage income elasticity for business success
Articulate how a company utilises BCG, PtC, to appeal to their market types (niche, mass or dynamic)	Define BCG and PLC	Explain the concepts of BCG and PLC and their relevance in marketing strategy	Discuss how companies use BCG and PLC to target different market types	Analyze the effectiveness of BCG and PLC in appealing to specific market types	Develop innovative strategies incorporating BCG and PLC for market dominance
Analyse the impact of the design mix on product development and how external social factors can influence this	Define design mix and its components	Explain the role of design mix in product development	Analyze the impact of design mix on product attributes	Evaluate how external social factors shape the design mix	Innovate product development strategies considering the design mix and social factors
Demonstrate a strong understanding of branding and how to succeessfully develop a brand	Define branding and its importance	Demonstrate understanding of brand development	Explain the elements of a brand and its impact	Analyze successful brand development strategies	Propose innovative brand development strategies
Evaluate the different pricing strategies that a company can choose when pricing their products/services and how external influences impact on this.	Identify different pricing strategies	Evaluate pricing strategies and consider the impact of external influences	Compare and contrast pricing strategies and their effectiveness	Analyze the impact of external factors on pricing decisions	Propose innovative pricing strategies considering market dynamics
Discuss the different distribution methods where consumers can access products/services	identify different distribution methods	Discuss consumer access to products/services	Compare and contrast distribution methods	Analyze the efficiency of distribution channels	Propose innovative distribution methods
Understand the different approaches to staffing (cost-v-asset, flexible working, temporary, zero hour, dismissal, redundancy, collectivism)	Define different staffing approaches	Understand the implications of various staffing methods	Compare and contrast different staffing approaches	Analyze the effectiveness of staffing strategies	Propose innovative staffing approaches



Term 1 - Marketing and People

Success Criteria	E	D	C	B B	A
Decribe the recruitment and selection process and its link to costs and different types of training.	Define recruitment and selection process	Explain the costs associated with recruitment and selection	Identify different types of training in relation to the recruitment process	Analyze the impact of recruitment and selection on organizational costs and training needs	Design effective recruitment and selection strategies considering training requirements and cost optimization
Explain how organisational design is influenced by structure, types of structure, efficiency and employee motivation	Define organizational design and its relationship with structure	identify different types of organizational structures and their characteristics	Explain the influence of organizational design on efficiency and employee motivation	Evaluate the effectiveness of different organizational structures in achieving business objectives	Innovate organizational design strategies to optimize efficiency and enhance employee motivation
Compare and contrast between the different motivational theories and their application to business contexts	Define motivational theories	Identify and describe different motivational theories	Compare and contrast the key features of motivational theories	Analyze the application of motivational theories in business contexts	Synthesize and apply a combination of motivational theories to optimize employee motivation in complex business scenarios
identify different leadership styles and approaches and their effectiveness in managing the employee-employer relationship	Define leadership styles and approaches	Identify and describe different leadership styles and their characteristics	Analyze the effectiveness of different leadership styles in managing the employee employer relationship	Evaluate the situational applicability of different leadership styles and approaches	Develop adaptive leadership strategies considering diverse employee-employer dynamics and organizational goals
Differentiate between being a leader or a manager.	Define the roles of a leader and a manager	identify the key differences between leadership and management roles	Explain the unique characteristics of leadership and management roles	Analyze the complementary nature of leadership and management in achieving organizational objectives	Integrate leadership and management skills to effectively lead and manage teams towards strategic success
Understand the role of entrepreneurship in the setting up of and creation of a business idea	Define entrepreneurship and its role in business creation	Describe the process of setting up and creating a business idea	Identify the key characteristics and skills of an entrepreneur	Evaluate the importance of entrepreneurship in driving innovation and economic growth	Generate and refine business ideas with a comprehensive understanding of entrepreneurship principles
identify barriers to entrepreneurship	Define barriers to entrepreneurship	Identify common barriers to starting a business	Analyze the impact of legal, financial, and social barriers on entrepreneurship	Propose strategies to overcome barriers and foster a conducive environment for entrepreneurship	Advocate for policy changes to address systemic barriers and promote entrepreneurial ecosystems
Discuss your understanding of intrapreneuriship	Define intrapreneurship and its relevance	Describe the key characteristics of intrapreneurship	Explain the benefits and challenges of intrapreneurship	Evaluate the role of intrapreneurship in organizational innovation and growth	Develop and implement intrapreneurship programs to foster a culture of innovation within an organization
Discuss how a business can manage risk and uncertainty in the business environment.	Define risk and uncertainty in the business context	Identify common types of business risks and uncertainties	Discuss risk management strategies and techniques	Evaluate the effectiveness of risk management practices	Develop comprehensive risk management frameworks to mitigate risks and capitalize on opportunities in dynamic business environments
Explain the reasons why people set up businesses	Define entrepreneurship and its purpose	Identify common motivations for starting a business	Explain the personal and professional drivers of entrepreneurship	Analyze the economic and societal impact of entrepreneurship	Foster a culture of entrepreneurship by promoting awareness of diverse motivations and fostering entrepreneurial mindsets
Demonstrate your understanding of business obejctives by articulating the SMART acronym of objective setting	Define business objectives and their importance	Identify the components of the SMART acronym	Apply the SMART framework to set specific business objectives	Evaluate the effectiveness of using SMART objectives in driving business success	Innovate and refine objective-setting approaches to maximize business performance
Understand other business obejctives that exist such as sales maximisation, market sahre, cost efficiency, social objectives, employee welfare.	Define common business objectives	Identify specific business objectives, such as sales maximization, market share, cost efficiency, social objectives, and employee welfare	Explain the importance of each business objective	Analyze the interplay between different business objectives and their impact on organizational success	Develop a comprehensive business objective framework tailored to specific industry contexts
Explain your understanding of trade off and opportunity cost	Define trade-off and opportunity cost	Identify examples of trade-offs and opportunity costs	Explain the concept of opportunity cost and its implications	Evaluate the decision-making process involving trade-offs and opportunity costs	Optimize decision-making by considering complex trade-offs and apportunity costs in dynamic business scenarios



Term 2 - Managing Business Activities

Success Criteria		D	C		A
Understand the purpose and function of a business plan when initating a business concept/idea	Recall the basic components and sections of a business plan	Explain the purpose and importance of a business plan in the context of initiating a business concept/idea	Apply knowledge of business plan components to develop a basic business plan for a specific concept/lidea	Analyze and evaluate the effectiveness of a business plan in supporting the initiation of a business concept/idea	Generate innovative and comprehensive business plans that align with specific business concepts/ideas
Explain the various different sources of internal finance that is available for business to explore	Recall and list common internal sources of finance for businesses	Explain the concept and purpose of internal finance and its significance for businesses	identify and categorize different internal sources of finance commonly used by businesses	Analyze and evaluate the advantages and limitations of different internal sources of finance	Develop innovative strategies to optimize the utilization of internal finance sources for business growth
Explain the various different sources of external finance that is available for business to explore	List common external sources of finance for businesses	Explain the concept and purpose of external finance and its significance for businesses	identify and categorize different external sources of finance commonly used by businesses	Analyze and evaluate the advantages and limitations of different external sources of finance	Develop innovative strategies to optimize the utilization of external finance sources for business growth
Explore the variety of forms of business that businesses can opt to initative from inception	Recall and list different forms of business entities	Explain the characteristics and features of various forms of business entities	identify and categorize the suitable forms of business entitles for specific scenarios	Analyze and evaluate the advantages and disadvantages of different forms of business entities	Develop innovative business models that align with specific forms of business entities
Explore options of going public with an organisation and methods of raising finance	Recall and list the methods of raising finance for going public	Explain the concept of going public and its implications for raising finance	Identify and categorize different methods of raising finance for going public	Analyze and evaluate the advantages and disadvantages of going public and raising finance	Develop innovative strategies for successfully going public and raising finance
Describe the concept of liability and unlimited liability and how only specific finance options are available depending on limitation type	Recall and define the concepts of liability and unlimited liability	Explain the implications of liability and unlimited liability for business owners and their personal assets	Differentiate between limited liability and unlimited liability and their impact on finance options	Analyze and evaluate the financial implications and risks associated with different types of liability	Develop innovative risk management strategies and financial structures based on liability types
Understand the calculation of sales, revenue and costs	Recall and define sales, revenue, and cost concepts	Explain the relationship between sales, revenue, and costs	Calculate sales, revenue, and costs using appropriate formulas	Analyze and evaluate factors influencing sales volume and revenue	Develop innovative strategies and tactics to increase sales volume and revenue
Explain the purpose of sales forecasting and factors that affect sales forecasts	Recall the concept of sales forecasting and its importance	Explain the purpose and benefits of sales forecasting	Identify and describe factors that influence sales forecasts	Analyze and evaluate the impact of various factors on sales forecasts	Develop advanced sales forecasting models considering multiple factors and variables
Interpret a breakeven analysis highlighting the limitations associated to that scenario	Recall the concept of breakeven analysis	Explain the purpose and components of a breakeven analysis	Interpret and analyze breakeven analysis results	Evaluate the limitations and assumptions of breakeven analysis	Develop advanced breakeven analysis models considering limitations and additional factors
Create a breakeven analysis using the correct calculations and plotting of data on a graph to determine the BEP.	Recall the formula and components of a breakeven analysis	Explain the process of conducting a breakeven analysis	Calculate the breakeven point using correct formulas	Analyze and evaluate the breakeven analysis results and their implications	Develop advanced breakeven analysis models with sophisticated calculations and visualizations
Construct and interpret a cash flow forecast	Recall the components and purpose of a cash flow forecast	Explain the importance of cash flow forecasting	Construct a cash flow forecast using appropriate methods and data	Analyze and evaluate the cash flow forecast to make informed decisions	Develop advanced cash flow forecasting models with sophisticated analysis and projections
Understand the use and limitations associated to cashflow forecasting	Recall the purpose and benefits of cash flow forecasting	Explain the importance of cash flow forecasting and its limitations	Apply cash flow forecasting techniques to assess financial stability	Analyze and evaluate the accuracy and reliability of cash flow forecasts	Develop advanced cash flow forecasting models considering limitations and risk factors
Explain the purpose and different types of budgets that exist	Recall the concept and importance of budgeting	Explain the purpose and benefits of budgets	Differentiate between various types of budgets	Analyze and evaluate the effectiveness of different budgeting approaches	Develop innovative budgeting strategies and frameworks for specific contexts



Term 3 - Managing Business Activities

Success Criteria	(E)	D	C		Α
Understand how variance and favorable budgets are created and the difficulties pertained in each.	Recall the concept of variance and budgeting	Explain the process of creating variance and favorable budgets	Apply knowledge to identify the difficulties in creating variance and favorable budgets	Analyze and evaluate the factors that contribute to the difficulties in creating variance and favorable budgets	Create innovative strategies to overcome the difficulties and optimize variance and favorable budgets
Rationalise the difference between profitability and profit	Recall the definitions of profitability and profit	Explain the distinction between profitability and profit	Apply knowledge to distinguish profitability from profit	Analyze and evaluate the factors influencing profitability and profit	Create innovative approaches to optimize profitability
Develop further understanding of profitability ratios and its link to financial statements	Recall the concept of profitability ratios and financial statements	Explain the purpose and calculation of profitability ratios and their link to financial statements	Apply knowledge to interpret profitability ratios and their significance in financial statements	Analyze and evaluate the impact of profitability ratios on financial statements and business performance	Create innovative strategies to improve profitability ratios and optimize financial performance
Understand how statement of financial position can be used to calculate liquidity ratios	Recall the components and purpose of the statement of financial position	Explain the concept of liquidity ratios and their significance	Calculate liquidity ratios based on the statement of financial position	Analyze and evaluate the liquidity position of a business using different liquidity ratios	Develop advanced liquidity management strategies based on comprehensive analysis and ratios
Explain the methods of managing working capital and the importance of having access to cash for expenses in a business.	Recall the concept and components of working capital	Explain different methods of managing working capital	Apply working capital management techniques to optimize cash flow and expenses	Analyze and evaluate the impact of working capital management on business operations	Develop innovative strategies for effective working capital management and cash flow optimization
Understand the internal and external causes of business failure.	Recall examples of internal and external causes of business failure	Explain the significance of internal and external factors in business failure	Apply knowledge of causes of business failure to analyze specific cases	Analyze and evaluate the impact of different causes on business failure	Develop strategies for mitigating internal and external factors to prevent business failure
Discuss the different methods of porduction.	Recall various methods of production	Explain the characteristics of different production methods	Apply knowledge of production methods to analyze business operations	Analyze and evaluate the efficiency and effectiveness of different production methods	Develop innovative production strategies based on comprehensive analysis and requirements
identify how a labor/capital intensive workplace can influence efficiency and productivity.	Recall the concept of labor/capital intensity in a workplace	Explain how labor/capital intensity affects efficiency and productivity	Apply knowledge of labor/capital intensity to analyze workplace dynamics	Analyze and evaluate the impact of labor/capital intensity on operational outcomes	Develop innovative strategies to optimize efficiency and productivity in labor/capital intensive workplaces
Explain the implications of over and under utilisation in maxising on resources	Recall the concepts of overutilization and underutilization of resources	Explain how overutilization and underutilization impact resource optimization	Apply knowledge of resource utilization to analyze efficiency and productivity	Analyze and evaluate the consequences of over and underutilization on resource management	Develop innovative strategies for efficient resource allocation and utilization
Describe how inventory control can be managed through lean production methods, kalzen and JIT.	Recall the concepts of lean production, kalzen, and JIT	Explain how lean production, kaizen, and JIT contribute to inventory control	Apply knowledge of lean production methods to analyze inventory management	Analyze and evaluate the effectiveness of lean production, kaizen, and JIT in inventory control	Develop innovative inventory management strategies using lean principles
Assess the different quality control measures a business can implement to minimise the impact of defective products/services	Recall various quality control measures	Explain the importance of quality control in minimizing defects	Apply knowledge of quality control measures to analyze quality management	Analyze and evaluate the effectiveness of different quality control measures	Develop innovative quality control strategies to ensure defect-free products/services
Discuss the impact of economic/legislative influences on business activity	Recall economic and legislative factors that influence business activity	Explain the significance of economic and legislative influences on businesses	Apply knowledge of economic and legislative influences to analyze business activity	Analyze and evaluate the impact of economic and legislative factors on businesses	Develop innovative strategies for adapting to and leveraging economic and legislative influences to drive business success
Discuss the impact of competition on market forces	Recall the concept of competition and market forces	Explain the relationship between competition and market forces	Apply knowledge of competition to analyze market dynamics	Analyze and evaluate the impact of competition on market forces	Develop innovative strategies to gain a competitive advantage and influence market forces

Year 13 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 Strategy & Decision Making	This unit is essential for developing strategic thinking, analyzing business performance, and understanding external influences.	How do businesses formulate strategies, analyze performance, and adapt to external influences for success? UAE Link: UAE businesses need to formulate strategies that align with the country's economic diversification goals and adapt to the dynamic external environment. They must consider the impact of factors like globalization, technological advancements, and geopolitical influences.	Formulate strategic business objectives that align with a company's vision, mission and long-term goals. Analyze performance metrics such as financial ratios to assess effectiveness and efficiency of business operations and strategies Evaluate external influences and their impact on decision making and strategic planning. Justify decision making strategies by assessing risks, benefits and ethical implications.	Through exploring the different types of strategies decisions required to made at an executive level of a business 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 strategic decisions that are needed to be made at an executive level of a business and theories that support these decisions. To gain an insight into practical tools that support decision making to weigh up probable outcomes and/or determine length of time of completion.	This builds on your existing knowledge from looking at business decisions at GCSE. This builds towards gaining a deeper understanding of Business Strategy & Decisions at a higher level for Paper 3 of the iAL course. This provides an opportunity for collaboration between Business GCSE, Maths, Media.	Conduct a meeting with the principal to discuss all things strategy. Evaluate the school's performance and propose strategies for developing this further. Conduct a panel interview with members from the school and identify how you can limit the impact of external factors on their role.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: Global Business	This unit is important to understand global business, competitive environment, and ethical considerations.	What drives businesses to trade globally and how do they navigate the competitive global environment? UAE Link: The UAE, being a global business hub, offers opportunities for businesses to trade on a global scale. Understanding the global competitive environment, exploring ethical dimensions, and adapting to the impacts of globalization are crucial for businesses operating in the UAE.	Identify drivers of global business and understand their impact on business operations. Analyze the competitive global environment to identify opportunities and challenges for business operating internationally Evaluate the ethical dimensions of global business activities to promote responsible and ethical practices in global business context. Adapt to the impact of globalization by understanding the interconnectedness of economies.	Through exploring the different types of economic systems and international trade agreements 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 gain insight into world of global trade and how countries grow their economies organically through FDI and other economic indication measures. To understand how businesses are impacted by these elements from a global marketing perspective.	This builds on your existing knowledge from looking at external influences and multinationals at GCSE. This builds towards gaining a deeper understanding of Global Business at a higher level for Paper 4 of the iAL course. This provides an opportunity for collaboration between Business GCSE, Media, Humanities, Geography.	Conduct a presentation and review of an economy of your choice presenting your findings on their international competitiveness. Conduct an ethical review of the decision of multinationals to offshore their production process (Rana Plaza Collapse) Develop a global marketing strategy for an international brand.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
Term 3: Global Business	This unit is important to understand global business, competitive environment, and ethical considerations.	What drives businesses to trade globally and how do they navigate the competitive global environment? UAE Link: The UAE, being a global business hub, offers opportunities for businesses to trade on a global scale. Understanding the global competitive environment, exploring ethical dimensions, and adapting to the impacts of globalization are crucial for businesses operating in the UAE.	Identify drivers of global business and understand their impact on business operations. Analyze the competitive global environment to identify opportunities and challenges for business operating internationally Evaluate the ethical dimensions of global business activities to promote responsible and ethical practices in global business context. Adapt to the impact of globalization by understanding the interconnectedness of economies.	Through exploring the different types of economic systems and international trade agreements 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 gain insight into world of global trade and how countries grow their economies organically through FDI and other economic indication measures. To understand how businesses are impacted by these elements from a global marketing perspective.	This builds on your existing knowledge from looking at external influences and multinationals at GCSE. This builds towards gaining a deeper understanding of Global Business at a higher level for Paper 4 of the IAL course. This provides an opportunity for collaboration between Business GCSE, Media, Humanities, Geography.	Conduct a presentation and review of an economy of your choice presenting your findings on their international competitiveness. Conduct an ethical review of the decision of multinationals to offshore their production process (Rana Plaza Collapse) Develop a global marketing strategy for an international brand.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience



Term 1 - Business Strategy and Decision Making

Success Criteria	E	D	C	В	A-A*
Explain why a mission statement should be critically appraised	Define the purpose and components of a mission statement	Identify the importance of critically appraising a mission statement	Explain the benefits of critically appraising a mission statement	Evaluate the potential drawbacks of a poorly constructed mission statement	Develop advanced techniques for critical appraisal of mission statements
Understand the application of theoretical frameworks within context of strategic decision making	Define theoretical frameworks in strategic decision making	Identify common theoretical frameworks used in strategic decision making	Explain the application of theoretical frameworks in strategic decision making	Evaluate the effectiveness of using theoretical frameworks in different strategic contexts	Innovate and develop new theoretical frameworks for strategic decision making
Differentiate between strategic and tactical decisions	Define strategic and tactical decisions	Identify characteristics that differentiate strategic and tactical decisions	Explain the differences between strategic and tactical decisions	Analyze real-world examples to differentiate between strategic and tactical decisions	Develop advanced decision-making models to optimize strategic and tactical choices
Understand how SWOT Analysis is applied to internal and external considerations	Define SWOT Analysis and its purpose	Identify internal and external factors in SWOT Analysis	Explain how SWOT Analysis is conducted and applied to internal and external considerations	Evaluate the strengths, weaknesses, opportunities, and threats identified in a SWOT Analysis	Innovate and refine the SWOT Analysis process for comprehensive strategic assessments
Understand how PESTLE factors influence strategic decision making	Define PESTLE factors and their relevance to business	Identify the different categories of PESTLE factors	Explain how PESTLE factors impact strategic decision making	Analyze the interplay between PESTLE factors and strategic outcomes	Innovate new frameworks for incorporating PESTLE factors into strategic decision making
Discuss how Porters Five Forces influences the competitive environment.	Describe the purpose and components of Porter's Five Forces	Identify the five forces in Porter's Five Forces framework	Explain how each force influences the competitive environment	Analyze the impact of Porter's Five Forces on industry competitiveness	Innovate new frameworks for analyzing and responding to competitive forces
Explain how internal and external economies of scale influences growth strategies and decisions of businesses.	Define economies of scale and their types	Identify examples of internal and external economies of scale	Explain how internal and external economies of scale impact growth strategies	Evaluate the advantages and challenges of leveraging economies of scale for business growth	Develop advanced approaches for maximizing internal and external economies of scale in growth strategies
Discuss the various methods of growing organically, with a focus on the advantages and disadvantages	Define organic growth and its significance	Identify different methods of organic growth	Discuss the advantages and disadvantages of organic growth methods	Evaluate the suitability of organic growth methods in specific business contexts	Innovate new organic growth strategies and evaluate their potential impact
Discuss the various methods of growing inorganically, with a focus on the advantages and disadvantages	Define inorganic growth and its significance	Identify different methods of inorganic growth	Discuss the advantages and disadvantages of inorganic growth methods	Evaluate the suitability of inorganic growth methods in specific business contexts	Innovate new inorganic growth strategies and evaluate their potential impact
Identify the problems arising from growth such as diseconomies of scale, internal communication and overtrading.	Define problems arising from business growth	Identify common problems such as diseconomies of scale, internal communication issues, and overtrading	Explain how diseconomies of scale, internal communication, and overtrading can hinder business growth	Analyze case studies to understand the impact of these problems on business performance	Develop innovative solutions to address the challenges associated with business growth
Understand how different methods of quantitative sales forecasting is used to gather data to make an accurate prediction of future performance.	Define quantitative sales forecasting	Identify different methods of quantitative sales forecasting	Explain how each method is used to gather data for sales forecasting	Evaluate the strengths and limitations of each method for accurate sales prediction	Develop advanced forecasting models and techniques for precise sales predictions
Describe different investment appraisal options to determine the cost and return of an investment decision (payback , ARR, Discount)	Define investment appraisal and its purpose	Identify different investment appraisal methods	Describe the calculation and interpretation of payback period, accounting rate of return (ARR), and discounted cash flow (DCF)	Analyze the advantages and limitations of each investment appraisal method	Innovate new investment appraisal techniques for comprehensive evaluation of investment decisions
Construct and interpret decision tree diagrams and highlight their limitations for businesses	Define decision tree diagrams and their purpose	Identify the components of a decision tree diagram	Construct decision tree diagrams for business scenarios	Interpret decision tree diagrams to make informed decisions	Analyze the limitations of decision tree analysis and propose enhancements or alternatives
Explain the nature and purpose of critical path analysis and how to complete it.	Define critical path analysis and its purpose	Identify the key elements and terms used in critical path analysis	Explain the process of completing a critical path analysis	Analyze critical path diagrams to identify the critical path, float, and project duration	Innovate new project management techniques integrating critical path analysis for improved project scheduling and resource allocation



Term 1 - Business Strategy and Decision Making

Success Criteria	E	D	С	В	A-A*
Calculate and discuss the methods of			Apply the forward and hadroned	2 N 20 C 1 N 20 C 1	B
completing a CPA Analysis fully	Define critical path analysis (CPA)	Identify the steps involved in completing a CPA analysis	Apply the forward and backward pass methods to calculate critical path and project duration	Analyze the float and slack time in a CPA analysis and discuss their implications	Innovate new approaches to optimize the critical path and enhance project efficiency
Describe the nature and purpose of contribution and its use in decision making	Define contribution in the context of decision making	Identify different types of contribution in decision making	Explain the purpose of contribution in evaluating alternatives and making informed decisions	Analyze the trade-offs between different contributions and their impact on decision outcomes	Develop innovative approaches to enhance contribution analysis for complex decision scenarios
Understand the difference between a strong and weak culture	Define strong culture and weak culture	Identify characteristics of a strong culture	Differentiate between a strong culture and a weak culture	Analyze the impact of strong and weak cultures on organizational behavior and performance	Innovate strategies to develop and nurture a strong culture within an organization
Explain how corporate culture is formed and difficultires when establishing culture.	Define corporate culture and its formation	Identify factors that influence the formation of corporate culture	Explain the challenges and difficulties in establishing a desired corporate culture	Analyze strategies and approaches to successfully shape and embed a desired corporate culture	Innovate techniques to actively manage and evolve corporate culture in response to changing business environments
Understand stakeholder/shareholder objectives and influences	Define stakeholders and shareholders	Identify objectives of stakeholders and shareholders	Explain the influence of stakeholders and shareholders on business decisions	Analyze the interplay between stakeholder and shareholder interests and their impact on business strategies	Propose innovative approaches to effectively manage and align stakeholder and shareholder objectives
Explain how these perspectives can be potentially conflicting.	Define conflicting perspectives in business contexts	Identify potential conflicts between stakeholder and shareholder perspectives	Explain the reasons for conflicts between stakeholder and shareholder objectives	Analyze the implications of conflicting perspectives on decision making and organizational outcomes	Develop strategies to reconcile conflicting stakeholder and shareholder perspectives for sustainable business success
Explain the ethics involved in making strategic decisions; trade-off between profit and ethics.	Define ethics in the context of strategic decision making	Identify ethical considerations in strategic decision making	Explain the trade-off between profit and ethics in strategic decision making	Analyze the ethical implications of strategic decisions on various stakeholders	Propose ethical frameworks and decision-making models to guide strategic decision making in alignment with organizational values
Describe the rationale and purpose of corporate social responsility.	Define corporate social responsibility (CSR)	Identify the rationale behind adopting CSR initiatives	Explain the purpose and benefits of corporate social responsibility	Analyze the impact of CSR on business reputation, sustainability, and stakeholder relationships	Innovate comprehensive CSR strategies aligned with business goals and societal needs for maximum positive impact
Interpret financial documents and derive an opinion of how they are used for decision making	Define financial documents and their types	Identify key information in financial documents	Interpret financial statements and ratios for decision making	Analyze the implications of financial information on business performance and potential risks	Develop advanced financial analysis techniques to derive insights for strategic decision making
Calculate and interpret profitability and liquidity ratios to make business decisions.	Define profitability and liquidity ratios	Identify commonly used profitability and liquidity ratios	Calculate profitability and liquidity ratios	Interpret the meaning and implications of profitability and liquidity ratios	Analyze and compare profitability and liquidity ratios to make informed business decisions
Discuss the limitations of ratio analysis on business decisions.	Define ratio analysis and its purpose	Identify the benefits of ratio analysis in decision making	Explain the limitations of ratio analysis	Discuss specific scenarios where ratio analysis may not be applicable or reliable	Propose alternative financial analysis methods to complement ratio analysis
Calculate labor productivity and its use to manage human resources strategies (absenteeism, retention, productivity)	Define labor productivity and its significance	Identify the components of labor productivity	Calculate labor productivity using appropriate measures	Analyze labor productivity data to identify trends and areas for improvement	Develop strategies to optimize labor productivity and align it with HR strategies
Identify and explain the key factors that influence change in a business	Define the concept of business change	Identify common factors that drive business change	Explain the impact of internal and external factors on business change	Analyze the interrelationships between different factors influencing business change	Propose change management strategies to effectively navigate business change
Explain how a business can minimize risks through contingency planning.	Define contingency planning and its purpose	Identify potential risks and uncertainties in a business	Explain the importance of contingency planning for risk mitigation	Discuss strategies and approaches to develop effective contingency plans	Evaluate and enhance existing contingency plans for comprehensive risk management



Term 2 - Global Business

Success Criteria	E	D	C	В	A-A*
Understand the impact of growing economies on GDP and HDI.	Define GDP and HDI and their relevance to growing economies	Identify the factors that contribute to the growth of economies	Explain the relationship between growing economies, GDP, and HDI	Analyze the impact of growing economies on GDP and HDI with supporting examples	Formulate strategies to promote sustainable economic growth and improve GDP and HDI
Discuss the implications of economic growth for individuals and businesses.	Define economic growth and its significance for individuals and businesses	Identify the indicators of economic growth	Discuss the positive and negative implications of economic growth for individuals and businesses	Evaluate the strategies to maximize the benefits and mitigate the challenges of economic growth	Innovate new approaches to foster inclusive and sustainable economic growth benefiting individuals and businesses
Compare and contrast between imports and exports.	Define imports and exports and their significance in international trade	Identify the differences between imports and exports	Compare the advantages and disadvantages of imports and exports	Analyze the impact of imports and exports on national economies and businesses	Develop strategies to optimize the balance between imports and exports for economic growth and competitiveness
Explain how increased specialisation creates the pathway for trading	Define specialization and its role in trade	Identify the factors that drive increased specialization	Explain how specialization leads to trading opportunities	Analyze the benefits and challenges of increased specialization in facilitating trade	Innovate new approaches to promote specialization and optimize trading opportunities
Discuss the link between FDI and business growth	Define FDI and its relevance to business growth	Identify the factors that attract FDI	Discuss the relationship between FDI and business growth	Analyze the impact of FDI on local economies and businesses	Develop strategies to attract and maximize the benefits of FDI for sustainable business growth
Describe the factors that contribute to increased globalisation	Define globalization and its significance	Identify the factors driving increased globalization	Describe the economic, technological, and cultural factors contributing to globalization	Analyze the impact of globalization on economies, societies, and businesses	Innovate new approaches to promote responsible and inclusive globalization benefiting all stakeholders
Understand the impact of protectionism on global and domestic businesses	Define protectionism and its purpose	Identify the measures and policies associated with protectionism	Discuss the impact of protectionism on global and domestic businesses	Analyze the advantages and disadvantages of protectionist measures	Formulate strategies to navigate the challenges of protectionism and promote global trade
identify trade barriers and the rationale for introducing trade barriers.	Define trade barriers and their purpose	Identify different types of trade barriers	Explain the rationale behind introducing trade barriers	Evaluate the impact of trade barriers on international trade and economies	Develop strategies to address trade barriers and promote free trade
Understand and explain the expansion of trading blocs and the impact trading blocs have on businesses.	Define trading blocs and their purpose	Identify examples of trading blocs	Explain the reasons behind the expansion of trading blocs	Analyze the impact of trading blocs on businesses, trade, and economic integration	Propose strategies for businesses to leverage opportunities within trading blocs
Discuss the push/pill factors that prompt trading to exist.	Define push and pull factors in relation to trading	Identify push factors that drive trading activities	Identify pull factors that attract trading opportunities	Discuss the interplay between push and pull factors in shaping trading activities	Evaluate the implications of push/pull factors on global trade patterns and economic development
Describe the cost competitiveness of offshoring and outsourcing	Define offshoring and outsourcing and their purpose	Identify the factors influencing cost competitiveness in offshoring and outsourcing	Describe the advantages and disadvantages of offshoring and outsourcing from a cost perspective	Analyze the impact of offshoring and outsourcing on businesses and economies	Develop strategies for optimizing cost competitiveness in offshoring and outsourcing decisions
Discuss the facotrs that are considered when choosing a country as a market for doing business	Define the factors involved in choosing a market	Identify the key factors considered for market selection	Explain the impact of economic, political, cultural, and demographic factors on market selection	Analyze the market potential and competitive landscape of different countries	Develop a comprehensive framework for evaluating and selecting target markets based on multiple factors
Identify the application of Porters Five Forces to this assessment of a country as a market.	Define Porter's Five Forces framework	Identify the components of Porter's Five Forces	Explain how Porter's Five Forces can be applied to assess a country as a market	Analyze the competitive dynamics within a country's market using Porter's Five Forces	Innovate new approaches to adapt and extend Porter's Five Forces for market assessment
Discuss the facotrs that are considered when choosing a country as a production location for doing business	Define the factors involved in choosing a production location	Identify the key factors considered for production location selection	Discuss the importance of factors such as labor costs, infrastructure, regulations, and proximity to markets	Analyze the implications of different production locations on cost, quality, and supply chain efficiency	Develop a comprehensive framework for evaluating and selecting production locations based on multiple factors



Term 2 - Global Business

Success Criteria	E	D	C	8	A-A*
Discuss the reasons for global mergers,	Identify and list the reasons for global	Describe the reasons for global mergers,	Explain the reasons for global mergers,	Analyze and evaluate Reasons for global deals and	Critically analyze and assess the reasons for global
takeovers amd joint ventures.	mergers, takeovers, and joint ventures	takeovers, and joint ventures, providing basic explanations	takeovers, and joint ventures, providing detailed insights and examples	their effects on stakeholders.	mergers, takeovers, and joint ventures,
Explain the impact on businesses of movements in exchange rates	Define exchange rates and identify their role in international business	Identify the basic impact of movements in exchange rates on businesses	Describe the impact of movements in exchange rates on businesses, providing examples	Analyze and evaluate implications of exchange rates on business operations and performance.	Critically assess the implications of movements in exchange rates on businesses
Discuss the impact of skills shortages on international competitiveness	Define skills shortages and international competitiveness	Identify and list the potential impact of skills shortages on international competitiveness	Describe the impact of skills shortages on international competitiveness, providing basic explanations and examples	Analyze and evaluate the Effects of talent gaps on global competitiveness and economies.	Critically assess the implications of skills shortages on international competitiveness,
Explain how global market strategies are adopted to appease a local market	Define global market strategies and the concept of appeasing a local market	Identify examples of global market strategies adopted to appeal to local market preferences	Describe how global market strategies are adopted to appease a local market, providing basic explanations and examples	Analyze and evaluate the suitability of global strategies for local market requirements.	Critically assess the implications of global market strategies on local markets.
Elaborate on the different marketing approaches.	Define marketing approaches and provide examples	Identify and describe different marketing approaches	Explain the key features and strategies associated with different marketing approaches	Assess the pros and cons of various marketing methods.	Generate innovative marketing approaches and recommend their application in specific contexts
Discuss how the 4P's can be applied within a global context	Identify the 4P's (product, price, place, promotion) in marketing	Describe how the 4P's are applied in a domestic context	Explain how the 4P's can be adapted for a global context	Analyze and exam the frameworks' usefulness in guiding global strategies.	Develop innovative strategies for effectively implementing the 4P's in diverse global markets
Discuss how Ansoff's Mtrix & Porters Strategic Matrix apply to global marketing decisions.	Define Ansoff's Matrix and Porter's Strategic Matrix	Identify the key components and concepts of Ansoff's Matrix and Porter's Strategic Matrix	Explain how Ansoff's Matrix and Porter's Strategic Matrix are applied in a domestic marketing context	Analyze and evaluate the implications of cultural diversity for marketing approaches and consumer behavior.	Critically assess and compare the effectiveness of Ansoff's Matrix and Porter's Strategic Matrix in guiding global marketing strategies,
Explain how cultural diversity impacts on global marketing	Define cultural diversity and its relevance in global marketing	Identify examples of how cultural diversity impacts global marketing	Describe how cultural diversity influences global marketing strategies	Analyze and evaluate the challenges and opportunities presented by cultural diversity in global marketing.	Develop innovative approaches to leverage cultural diversity for successful global marketing,
Discuss how the 4P's can be applied within a global niches	Define the 4P's (product, price, place, promotion) in marketing	Identify the characteristics and considerations of global niche markets	Explain how the 4P's can be adapted and customized for global niche markets	Analyze and evaluate the strategies and tactics for successfully applying the 4P's in global niche markets	Develop innovative marketing approaches and recommend their application in specific global niche contexts
Discuss culturual/social factors impact on determining global marketing strategy	Define cultural and social factors relevant to global marketing strategy	Identify examples of cultural and social factors influencing global marketing strategy	Describe how cultural and social factors impact the determination of global marketing strategy	Analyze and evaluate the significance and implications of cultural and social factors on global marketing strategy.	Generate innovative global marketing strategies that effectively integrate cultural and social factors for competitive advantage
Emphasize the impact of MNCs on the local and national economy	Define MNCs and their role in the global economy	Identify and describe the economic impact of MNCs on local and national economies	Explain the relationship between MNC activities and economic growth, employment, and trade at the local and national levels	Analyze and evaluate the positive and negative impacts of MNCs on local and national economies,.	Formulate recommendations on how to mitigate the negative impacts of MNCs on the local and national economy
Discuss the conflicts that can exist between stakeholders relating to business ethics	Define stakeholders and business ethics	Identify and describe potential conflicts that can arise between stakeholders in the context of business ethics	Explain the reasons behind conflicts between stakeholders in relation to business ethics	Analyze and evaluate the implications and consequences of conflicts between stakeholders on business ethics,	Develop strategies to address and mitigate conflicts between stakeholders,
Discuss the factors that influence MNCs	Recall and identify factors that influence MNCs	Explain the key factors that influence MNCs	Apply knowledge of factors to analyze MNC influence	Analyze and evaluate the factors influencing MNCs and their impact	Generate innovative approaches to influence MNC success

Chemistry



Horizon International School's pupils are bright and able young people who study science with enthusiasm and are good thinkers and explorers. 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

KS5 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: Unit 1 Physical and norganic Chemistry	You will explore the fundamental concepts of atomic structure, amount of substance, bonding, energetics, redox reactions, periodicity, and group chemistry.	- Understand the structure of the atom, including protons, neutrons, and electrons Define key terms such as relative atomic mass, relative molecular mass, and the mole Analyze ionic, covalent, and dative covalent bonding and their properties Explore enthalpy changes in chemical reactions and distinguish between exothermic and endothermic processes Learn the principles of redox reactions, oxidation states, and half-equations Study trends in periodicity, focusing on Period 3 elements and the Group 2 and Group 7 elements.	Through theoretical study, practical experiments, and data analysis, students will develop a foundational understanding of physical and inorganic chemistry concepts. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments involving determination of relative atomic mass, exploration of reaction enthalpies, and investigation of periodic trends. This assessment will evaluate students' ability to apply physical and inorganic chemistry principles to real-world scenarios.	Understanding physical and inorganic chemistry is essential for advanced studies in chemistry, as it provides a foundation for understanding the behavior of elements, compounds, and chemical reactions.	This builds on your existing knowledge about periodic table in KS2 and KS3. This builds towards gaining a deeper understanding of chemical energetics, reaction mechanisms, and the properties of elements for university-level chemistry. This provides an opportunity for collaboration between chemistry and physics.	- Explore the application of enthalpy changes in energy production and the role of redox reactions in electrochemical cells Project: Investigate the trends in atomic radius and reactivity across Period 3 elements and design an experiment to demonstrate a redox reaction Research: Study case studies on the industrial uses of Group 2 compounds and the environmental impact of halogenated compounds.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Laboratory skills - Mathematical modeling - Experiment - Implementation
Term 2: Unit 2 Kinetics, Chemical Equilibria, and Organic Chemistry	You will explore the fundamental concepts of reaction kinetics, chemical equilibria, and the basics of organic chemistry and organic analysis.	- Understand collision theory, activation energy, and how different factors affect the rate of chemical reactions Analyze the Maxwell-Boltzmann distribution and use it to explain the effect of temperature on reaction rates Apply Le Chatelier's principle to predict the effects of changes in conditions on the position of equilibrium in chemical reactions. - Learn the nomenclature of organic compounds and the characteristics of homologous series Explore the properties and reactions of alkanes, alkenes, halogenoalkanes, and alcohols Use mass spectrometry and infrared spectroscopy for organic analysis.	Through theoretical study, practical experiments, and data analysis, students will develop a foundational understanding of reaction kinetics, chemical equilibria, and organic chemistry concepts. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments involving reaction rates, equilibrium shifts, and organic compound identification. This assessment will evaluate students' ability to apply kinetic, equilibrium, and organic chemistry principles to real-world scenarios.	Understanding reaction kinetics, equilibria, and organic chemistry is essential for advanced studies in chemistry and various applications in industry, medicine, and environmental science.	This builds on your existing knowledge about rates of reactions from KS4. This builds towards gaining a deeper understanding of chemical dynamics and organic synthesis for university-level chemistry and real-world applications. This provides an opportunity for collaboration between Maths and Chemistry	- Explore the role of catalysts in industrial processes and the importance of equilibrium in chemical manufacturing. - Project: Investigate the reaction rate of a chemical process and analyze the equilibrium constant for a reversible reaction. Research: Study case studies on the environmental impact of halogenoalkanes and the use of infrared spectroscopy in forensic science.	- Observations - Critical thinking - Data analysis - Problem solving - Inquiry - Research - Laboratory skills - Mathematical modeling - Experiment - Implementation

KS5 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: Unit 3 Thermodynamics, Electrode Potentials, and Transition Metals	we will delve into the intriguing realm of chemical bonding.	- Understand and construct Born-Haber cycles to calculate lattice enthalpies and enthalpies of hydration Analyze entropy changes and Gibbs free energy to determine the feasibility of reactions Use electrode potentials to predict the direction of redox reactions and calculate the EMF of cells Explore the properties and reactions of Period 3 elements and their oxides and chlorides Investigate the characteristic properties of transition metals, including complex formation, variable oxidation states, and catalytic activity.	Through theoretical study, practical experiments, and data analysis, students will develop a comprehensive understanding of thermodynamics, electrochemistry, and transition metal chemistry. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments involving electrochemical cells, identification of transition metal ions, and thermodynamic calculations. This assessment will evaluate students' ability to apply chemical principles and laboratory techniques to complex scenarios.	Understanding thermodynamics, electrochemistry, and transition metals is crucial in fields such as energy production, materials science, and catalysis. It lays the foundation for understanding advanced chemical reactions and industrial processes.	This builds on your existing knowledge bonding from KS4. This builds towards gaining a deeper understanding of physical chemistry and inorganic chemistry for university-level studies and research applications. This provides an opportunity for collaboration between Chemistry and Maths	- Explore the application of Gibbs free energy in predicting reaction feasibility and the use of electrode potentials in designing batteries Project: investigate the catalytic role of transition metals in industrial processes and construct electroly case studies on the development of fuel cells and the environmental impact of transition metal compounds.	Observations Critical thinking Data analysis Problem-solving Inquiry Research Laboratory skills Mathematical modeling Experiment Implementation
Term 2: Unit 4 Organic Chemistry and Rate Equations	You will explore advanced concepts in organic chemistry, including optical isomerism, aromatic chemistry, polymers, and rate equations.	- Understand optical isomerism, draw enantiomers, and explain recemic mixtures Distinguish between aldehydes and ketones using chemical tests and outline their nucleophilic addition reactions Explore the properties of carboxytic acids, esters, aromatic compounds, amines, and polymers Analyze reaction mechanisms, including organic synthesis and the use of NMR spectroscopy and chromatography Study rate equations and determine the rate of reaction using experimental data.	Through theoretical study, laboratory experiments, and data analysis, students will develop a deep understanding of organic chemistry concepts and reaction kinetics. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: practical experiments involving organic synthesis, chromatography, and rate determination. This assessment will evaluate students' ability to apply organic chemistry principles and kinetic analysis to real-world scenarios.	Mastering organic chemistry and rate equations is essential for advanced studies in chemistry, particularly in fields like pharmaceuticals, materials science, and environmental chemistry.	This builds on your existing knowledge about bonding in KS4 This builds towards gaining a deeper understanding of advanced organic synthesis, analytical techniques, and reaction mechanisms for university-level chemistry. This provides an opportunity for collaboration between Biology and Chemistry	- Explore the application of organic synthesis in pharmaceutical development and the use of MMR spectroscopy in structural analysis. - Project: Design a multi-step organic synthesis to create a target molecule and analyze the reaction mechanism. - Research: Study case studies on the use of chromatography in forensic science and the role of reaction kinetics in industrial processes.	Observations Critical thinking Data analysis Problem-solving Inquiry Research Laboratory skills Analytical techniques Experiment implementation

KS5 Curriculum: Chemistry



	Vhat 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
Unit 5 exp Practical pra- and tecl Synoptic dev syn- and kno- nov	u will plore ivenced actical chniques, velop noptic skills, id apply owledge to ivel enarios.	-Demonstrate competence in a wide range of laboratory techniques, including titration, electrochemical cells, and organic synthesis. - Apply safe laboratory practices, using appropriate methods for accurate data collection and interpretation. - Develop synoptic links across physical, inorganic, and organic chemistry. - Analyze and interpret data using chemical concepts, including percentage yield, atom economy, and spectroscopy. - Apply knowledge and understanding to unfamiliar situations and evaluate experimental methods.	Through hands-on laboratory work, data analysis, and problem-solving activities, students will develop practical and synoptic skills in chemistry. Assessment for Learning: questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical assessments, data analysis exercises, and synoptic evaluations involving complex scenarios and novel applications. This assessment will evaluate students' practical skills, data analysis, and ability to synthesize concepts across different areas of chemistry.	Mastering practical and synoptic skills is essential for advanced studies in chemistry and related fields. It enables students to apply theoretical knowledge to real-world situations, fostering critical thinking and scientific literacy.	This builds on your existing skills from KS4 and KS3 This builds towards gaining a deeper understanding of chemical analysis, data interpretation, and experimental design for university-level chemistry. This provides an opportunity for collaboration between Maths, Science and DT	Explore advanced faboratory techniques and data analysis methods. Project: Design and conduct an independent investigation, synthesizing concepts from multiple areas of chemistry. Research: Evaluate the role of practical skills and data analysis in scientific research and industry applications.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Laboratory skills - Experiment implementation - Synoptic thinking

KS5 Success Criteria: Chemistry



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	Inconsistently recalls basic scientific concepts, terminology, and knowledge.	Shows limited understanding and occasional correct use of scientific terms and knowledge	Demonstrates a good understanding of scientific concepts and knowledge, and uses terminology correctly.	Shows thorough understanding and frequently uses scientific terminology and knowledge accurately.	Consistently demonstrates in-depth understanding and precise use of scientific terminology and knowledge.
AO2 Application of Knowledge and Understanding:	Inconsistently applies knowledge in new contexts and evaluates information.	Occasionally applies knowledge to new situations and performs basic evaluations with guidance.	Applies knowledge to new situations and performs basic evaluations independently.	Frequently applies knowledge effectively in various contexts and demonstrates strong evaluative skills.	Consistently applies knowledge accurately and demonstrates advanced evaluative skills in a variety of contexts.
AO3 Analysis, Evaluation, and Synthesis of Skills:	Inconsistently performs experimental techniques and struggles to interpret and evaluate data.	Performs basic experimental techniques with guidance and occasionally interprets and evaluates data correctly.	Independently performs experimental techniques, interprets data accurately, and begins to evaluate the outcomes.	Demonstrates strong experimental skills, frequently interprets data effectively, and thoroughly evaluates the validity and reliability of results.	Consistently demonstrates advanced experimental skills, accurately interprets data, and rigorously evaluates and improves experimental methods and outcomes.
AD4 Experimental Skills, Investigation, and Scientific Communication:	Inconsistently participates in experiments and investigations.	Performs basic experimental techniques with guidance and occasionally interprets data.	Uses appropriate laboratory techniques and equipment independently.	Demonstrates strong experimental skills and frequently interprets data effectively.	Consistently demonstrates advanced experimental skills and effectively communicates scientific findings and results.

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

Year 12 Curriculum: Computing



	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
Programming, Deta Structures & Algorithms	These units will develop computational thinking and learn how to design, implement, and test structured programs.	How can effective use of programming techniques and algorithms improve the efficiency, reliability, and maintainability of solutions?	Understand and apply programming basics: variables, constants, operators, and I/O. Use selection, iteration, and modular programming with procedures and functions. Work with arrays, records, and files. Develop, trace, and evaluate algorithms using psaudocode and flowcharts. Apply systematic testing and debugging.	Practical programming tasks (Python/Java). Stepwise refinement with pseudocode and flowcharts. Cornell notes, quizzes, peer/self-assessment. Summative assessment: examstyle programming problems.	Core skills for Paper 2 (Problem-Solving & Programming Skills). Builds problem-solving and logical reasoning skills applicable in computing and reak-world problem-solving.	Mathematics (logic, algorithms). Physics (modelling, simulations).	Programming challenges (Project Euler, HackerRank). Small-scale NEA-style project (e.g., inventory management system).	Critical thinking, Coding, Debugging, Collaboration, Organisation, Innovation.
Term 2 Information Representation, Hardware & Communication	These units will explore how computers represent, store, and transmit data, and understand how hardware and networks enable computation.	How does the way computers represent and exchange data impact efficiency, accuracy, and communication in the digital world?	Convert between number systems (binary, denary, hexadecimal, BCD). Represent text (ASCII, Unicode), images, and sound. Explain and apply compression methods (lossy, lossless). Understand CPU architecture and the fetch—execute cycle. Learn about logic gates, truth tables, and simple circuits. Study LAN/WAN, topologies, protocols, IP addressing, and cloud computing.	Binary/hex conversion exercises. Logic circuit design tasks. Network simulations. Summative assessment: theory questions from Paper 1 (Theory Fundamentals).	Provides a foundation for understanding data processing and transmission. Builds practical awareness of how real-world digital systems operate.	Mathematics (binary, logic). Engineering/Physics (circuit design, hardware systems).	Build and test digital logic circuits. Research project: how UAE smart cities use cloud computing and loT.	Analytical thinking, Research, Data handling, Problem- solving, Creativity.
System Software, Security, Ethics & Databases	These units will learn about operating systems, translators, security measures, and the ethical/legal aspects of computing, alongside relational databases.	How can we ensure that computer systems and databases are secure, ethical, and reliable for users and organisations?	Understand functions of operating systems (memory, file, process, I/O management). Compare translators: assembler, compiler, interpreter, IDE tools. Learn methods of data security, integrity, validation, and verification. Explore ethics, copyright, software licensing, and responsible computing. Understand database concepts, ER diagrams, normalisation (1NF-3NF). Write and test SQL queries (DDL & DML).	OS/translator case studies. SQL practical workshops. Debates on ethics and security. Summative assessment: database design and queries, Paper 1 examstyle questions.	Builds knowledge for Paper 1 (Theory Fundamentals) and Paper 2 (Databases & Programming). Encourages responsible use of computing systems in professional and societal contexts.	Business (information systems, data management). Law (copyright, licensing).	Develop a relational database system with SQL. Research UAE data protection regulations and compare with GDPR.	Ethical reasoning, Communication, Organisation, Collaboration, Database skills.

Year 13 Curriculum: Computing



	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 Skitts
Term 1: Algorithms, Computer Systems & programming NEA Project	How do algorithms and the underlying computer systems interact to perform complex tasks and solve computational problems affectively?	How can we adapt our creative writing so that we can communicate effectively and imaginatively? UAE Link: Opportunity to see how tech companies are using Algorithms and their systems in the UAE.	Create and evaluate algorithms by implementing key techniques Learn the fundamental components of computer systems Understand how these components interact to perform computing tasks Understand advanced programming + OOP	Through practical and theory exercises that involve writing code in the Python programming language. Cornell notes Assessment for Learning: questioning peer and self-assessment, mini quizzes, class discussion and feedback Summative Assessment: exam style questions and and of unit assessment. This assessment will assess how effectively students have developed their understanding of the topic against A level grade descriptors and AO's,	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 on your existing involvedge about technology and programming concepts from KS4. This builds forwards successfully completing your iGCSE and a deeper understanding of high-level programming in A Level This provides an opportunity for collaboration between Mathematics, Science and Business	NEA project – create a programmed solution to a problem or investigation Practical exercises Padia Craig n Dave videos	Critical thinking Analytical thinking Creativity Collaboration Problem-assiving Inquiry Research Innovation Organisation Coding Creativity Date
Term 2 Communication and networking, Detabase & Data Structura NEA project	How do communication and networking principles integrate with databass management to ensure efficient data exchange and storage in modern computing systems?	How do writers use linguistic and structural devices to effect the reader within non-fletion texts? UAE Link: How has the internet transformed communication dynamics within the UAE.	Understand how computer networks enable communication Learn to design, implement, and query relational databases using SQL Learn advanced data structures stocks, trees	Through practical exercises that involve writing code to create and modify a database. Cornell notes. Assessment for Learning: questioning peer and self-assessment, mini quezzes, class discussion and feedback. Summative Assessment: exam style questions and end of unit assessment. This assessment will assess how effectively students have developed their understanding of the topic against A level grade descriptors and AO's,	in an increasingly connected world, understanding the dynamics of internet communication is easentiel for being a responsible digital citizen who can navigate the online landscape safety and ethically	This builds on your existing knowledge about technology and programming concepts from KS4. This builds towards successfully completing your IOCSE and a deeper understanding of high-level programming in A Level This provides an opportunity for collaboration between Mathematics, Science and Business	NEA project – create a programmed solution to a problem or avestigation Practical exercises Padet Craig n Dave videos	Critical thinking Analytical thinking Creativity Collaboration Problem-solving Inquiry Research Innovation Organisation Coding Creativity Data Networks
Term 3 Big Data , Consequences of uses of computing	How does the analysis and management of big data influence the societal, ethical, and environmental impacts of computing technologies?	How can we communicate effectively and imaginatively for specific audiences and purposes? UAE Link: Opportunity to explore the uses of computing in the UAE.	Will learn the principles of big data, including data storage, processing frameworks, and analytics techniques. Analyse the ethical, social, and environmental impacts of computing technologies, including privacy issues, security concerns, and the effects of digital advancements on society.	Through practical and theory exercises Cornell notes Assessment for Learning: questioning peer and self-assessment, mini quizzes, class discussion and feedback Summative Assessment: exam style questions and end of unit assessment This assessment will assess how effectively students have developed their understanding of the topic against A level grade descriptors and AO's,	Effectively enalyse large datasets and about the consequences of computing to understand and address the ethical, social, and environmental impacts of technology.	This builds on your existing knowledge about technology and programming concepts from KS4. This builds towards successfully completing your iGCSE and a deeper understanding of high-level programming in A Level This provides an opportunity for collaboration between Mathematics, Science and Business.	NEA project - create a programmed solution to a problem or investigation Practical exercises Patter Craig n Dave videos	Critical thinking Analytical thinking Creativity Collaboration Problem-activity Inquiry Research Innovation Organisation Coding Creativity Data

Year 12 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Programming & Algorithms	Can follow simple pseudocode steps with support	Can write basic pseudocode/flowcharts with errors		Can implement modular programs using procedures, functions, arrays and files	
Data Representation & Multimedia	Can recall binary basics but struggles with conversions	Can convert between binary/denary with limited accuracy	Can convert between binary, denary, hex, and represent text, images, sound		Can critically evaluate trade-offs in data representation for storage, quality and efficiency
Hardware & Processor Fundamentals	Can identify basic components but struggles to explain functions	Can describe CPU components, logic gates, or registers with gaps	Can explain fetch—execute cycle, assembly language basics, and bit manipulation	Can trace assembly code, evaluate CPU performance factors, and design logic circuits	Can critically analyse processor architectures and optimisation for real-world applications
System Software & Translators	Can identify OS as software but struggles with detail	Can describe some OS functions and translators	Can explain OS functions (memory, file, process, I/O management) and translator roles		Can critically analyse system software impact on performance, security, and development practices
Security, Privacy & Data Integrity	Can identify simple risks (e.g., viruses) with support	Can describe some threats and basic protective measures	Can explain security methods (encryption, access rights, validation, verification)		Can critically analyse real-world data security strategles, proposing improvements
Ethics & Ownership	Can recall a few ethical issues but lacks detail	Can describe some ethical/legal issues (e.g., copyright, licensing)	Can explain ethics, licensing, and responsible computing clearly		Can critically analyse long-term ethical and societal impacts of emerging technologies (e.g., Al)
Databases & SQL	Can identify database concepts but struggles with application	Can describe relational database terms with gaps	Can design ER diagrams, normalise to 3NF, and write basic SQL queries	Can apply advanced SQL (JOIN, GROUP BY, aggregate functions) and evaluate database designs	Can critically evaluate DBMS features and optimise queries for scalability and efficiency
Software Development Lifecycle	Can identify coding but struggles with process	Can describe basic stages of software development	Can explain life cycles (waterfall, iterative, RAD) and apply testing methods	(white/black box, alpha/beta) and plan strategies	Can critically evaluate methodologies, testing strategies, and propose improvements for maintainability

Year 13 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Algorithms & Computational	Can follow simple algorithm steps	Can describe and construct	Can design and implement correct	Can analyse algorithm efficiency	Can critically compare and
Problem Solving	but struggles to apply them independently	simple algorithms with limited accuracy	algorithms using abstraction, decomposition, and standard constructs	635334	optimise algorithms, justifying choices for complex real-world problems
Computer Systems &	Can identify basic system	Can describe system components	Can explain interactions between	Can evaluate different	Can critically evaluate emerging
Programming (incl. OOP)	components but struggles to explain their function	and write simple programs with guidance	CPU, memory, OS, and storage; can develop structured programs	architectures (e.g., RISC vs CISC) and apply advanced programming (OOP, modularity, validation)	architectures and deliver innovative, well-tested OOP solutions
NEA Project (Design &	Contributes basic ideas but	Can create a partial prototype with	Can design, implement, and test a	Can apply modular design,	Can deliver an innovative,
Development)	struggles to produce working code	limited features and testing	program that meets user requirements	development to produce efficient	complex solution with robust evaluation, user feedback, and professional-level documentation
Communication & Networking	Can recall basic facts (e.g., IP	Can describe protocols and	Can explain data transmission	Can analyse security,	Can critically evaluate global
	addresses) with support	simple network functions	(layers, protocols, packet switching) accurately		networking challenges (e.g., cybercrime, internet governance, data sovereignty)
Databases & Data Structures	Can write a very simple query or	Can produce basic SQL queries	Can design relational databases	Can apply advanced SQL features,	Can critically evaluate and
(SQL, Stacks, Trees)	describe a structure with errors	and describe linear structures	and implement queries (SELECT, JOIN, UPDATE); explain stacks/trees	normalisation, and evaluate use of stacks/trees in real-world applications	optimise database designs and advanced data structures for scalability and efficiency
Big Data	Can recognise examples of big data but struggles to explain how it is managed	Can describe simple storage/retrieval methods and examples of analytics	Can explain frameworks, analytics, and processing principles clearly	environmental implications of big data (privacy, bias, security)	Can critically analyse global impacts of big data, predicting future trends in Al, governance, and digital ethics
Consequences of Computing	Can identify a few basic impacts (e.g., job loss, automation) with guidance	Can describe some ethical, legal, or cultural consequences	Can explain key impacts of computing on society, law, and the environment		Can critically evaluate long-term consequences of computing and propose responsible strategies

English 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 12 Curriculum: English Literature



	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: Tragedy	This unit will explore how writers, from different time periods, utilse various aspects of tragedy within drama.	How has the depiction of literary tragedy changed over time? UAE Link: Opportunity to explore the role of women in UAE society.	Understand Aristotle's criteria for literary tragedy Explore a range of contextual factors influencing tests studied Explore how different texts utilise aspects of tragedy Analyse characters and themes within different texts through the lens of tragedy Analyse the creation of tragedy within a range of extracts Evaluate character, theme, relationship development across whole texts through the lens of tragedy Create a range of essays that demonstrate depth of understanding and analysis	You will learn by reading, collaboratively and independently, 'Othello' and 'A Streetcar Named Desire.' You will demonstrate your understanding of both plays through class discussions, annotations and analytical essays. Assessment for Learning: Mini quitzres, class discussions, individual analytical paragraphs, analytical essays. Summative Assessment: Mock exam style essay question under timed conditions. This assessment will assess how perceptively students can apply their understanding of tragedy and analyse key themes and characters.	The depiction of tragedy is one of the most influential factors in historic and modern literature. Understanding its starting point from 3848C facilitates a deep awareness of its impact upon Shakespeare and more modern pieces of literature.	This builds on your analysis of drama and Shakespeare from Key Stage 3 and Key Stage 4. This builds towards completing independent coursework exploring representation of a core theme within novels and poetry. This provides on opportunity for collaboration between History, Drama.	https://pudist.com/vellemonagham /ks5-english-challenge-padiet- l.ma?tmdnwfullink	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: Places	This unit will explore how writers, create fictional places, and use real places, to influence the reader's understanding of a narrative.	How do places utilised by writers influence a narrative? UAE Link: Opportunity to compare the settings within Frost's poetry and "The Great Gatsby' to Duboi?	Understand various aspects of places Explore a range of contextual factors influencing texts studied Explore how different texts utilise various places Analyse characters and themes within different texts through the iens of places Analyse the creation of places Evaluate character, theme, relationship development across whole texts through the lens of places Create a range of essays that demonstrate depth of understanding and analysis.	You will learn by reading, collaboratively and independently, <u>Frost's poetry</u> and <u>The Great Sataby</u> . You will demonstrate your understanding of both texts through class discussions, annotations and analytical essays. Assessment for Learning: Mini quizzes, class discussions, individual analytical paragraphs, individual analytical ensays. Summative Assessment: Mock exam style essay question under timed conditions. This assessment will assess how perceptively students can apply their understanding of places and analyse key themes and characters.	Places are used by writers to create both physical and psychological settings that contribute to the characters, themes and messages of the texts. It is important to understand how events, cheracters, and themes are influenced by places to develop and deepen your understanding of literature.	This builds on your analysis of American literature from Term 1 and poetry from GCSE Literature. This builds towards completing independent coursework exploring representation of a core theme within novels and poetry. This provides an apportunity for collaboration between History, Geography, PSHE.	https://pediet.com/reflemonaphan /es5-mallsh-challener-padiet leng?trichwindling	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Revision	This term will revise and consolidate all learning from Term 1 and 2 as well as develop examination technique.	How does crafting an argument form the basis of a perceptive essay?	Consolidate all learning from Term 1 and Term 2 Apply learning through analytical essays. Evaluate personal performance through continuous response to feedback Create a range of essays that demonstrate depth of understanding and analysis.	You will learn by independently revisiting all prior learning from Term 1 and Term 2. You will continue to demonstrate your understanding of both tests through class discussions, and analytical essays. Assessment for Learning: Class discussions individual analytical essays. Summative Assessment: Final A5 examination. This assessment will assess how perceptively students can apply their understanding of places and analyse key themes and characters.	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 your revision experience of Year 11 with GCSEs This builds towards final A-Level examination and further education within any subject. This provides an opportunity for collaboration between all examination assessed subjects.	https://padist.com/tell/emonashan /Is5-english-challenge-padiet 1ms/Tindow6s8iris	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 12 Success Criteria: English Literature



Success Criteria	Working Below (E-U)	Working Towards (D)	Working At (C)	Working Above (B)	Significantly Above (A-A*)
AO1 - Demonstrate understanding of the ways in which readers find meanings in texts, showing an understanding of genre, the significance of contexts, and the ways in which different interpretations can be found.	Little sense of the task and how meanings are shaped Little sense of relevant contexts, genre or interpretations	Simple understanding of the significance of relevant contexts in relation to the task Generalised in the connections between contexts, genre, leading to simple interpretations	Straightforward understanding of the significance of relevant contexts in relation to the task Relevant in the connections between contexts, genre, leading to straightforward interpretations	Thorough understanding of the significance of relevant contex ts in relation to the task Coherence in the connections between contexts , genre, leading to carefully explained interpretations	Perceptive understanding of the significance of relevant conte xts in relation to the task Assuredness in the connections b etween contexts, genre, leading to perceptive interpretations
AO2 - Analyse ways in which meanings are shaped in literary texts with close attention to authorial methods	Irrelevant and unclear analysis	Simple understanding of authorial methods in relation to the task Generalised use of critical concepts and terminology with simple expression	Straightforward understanding of authorial methods in relation to the task Relevant engagement with how meanings are shaped by the methods used	Thorough understanding of authorial methods in relation to the task Thorough engagement with how meanings are shaped by the methods used	Perceptive understanding of authorial methods in relation to the task Assured engagement with how meanings are shaped by the methods used
AO3 - Express informed, personal and argued responses to literary texts, using appropriate concepts and terminology, and coherent, accurate writing.	Some vague points in relation to the task and text(s)	Simple structured argument which may not be consistent but does relate to the task Generalised use of literary critical concepts, terminology with simple expression	Sensibly ordered ideas in relevant argument in relation to the task Some use of literary critical concepts, terminology with straightforward and clear expression	Thorough, logical and coherent argument in relation to the task where ideas are debated in depth Appropriate use of literary critical concepts and terminology with precise and accurate expression.	Perceptive, assured and sophisticated argument in relation to the task Assured use of literary critical concepts and terminology with mature and impressive expression

Year 13 Curriculum: English Literature



	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: Elements of Crime	This unit will ex plore how writers, from different time periods, ut ilse various aspects of crime within a range of literature forms.	Why do law- abiding societies continue to be enthralied by crime fiction? UAE Link: Opportunity to explore the effective justice system of the UAE.	Understand elements of crime fiction Explore a range of contextual factors influencing texts studied Explore how different texts utilise elements of crime Analyse characters and themes within different texts through the lens of crime Analyse the creation of crime within a range of extracts Evaluate character, theme, relationship development across whole texts through the lens of crime Create a range of essays that demonstrate depth of understanding and analysis	You will learn by reading, collaboratively and independently, "Macbeth' and Browning's collection of peetry. You will demonstrate your understanding of all texts through class discussions, annotations and analytical essays. Assessment for Learning: Mini quizzes, class discussions, individual analytical paragraphs, individual analytical essays. Summative Assessment: Mock exam style essay question under timed conditions. This assessment will assess how perceptively students can apply their understanding of crime and analyse key themes and characters.	The depiction of crime within literature has evolved over time and it is crucial that you have an understanding on how social attitudes have influenced the creation and reception of crime texts.	This builds on your analysis of tragedy, poetry and Shakespeare from various Key Stages. This builds towards that A-Level examination and further education within any subject. This provides an apportunity for collaboration between Media. History and psychology.	https://padlist.com/settemoraschen/ /is5-enalish-challense-padlet- lang/indravfostris	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: Representations of the World	This unit will explor how writers, from different time periods represent the world at that time.	How do representations of the world in literature challenge society's perception? UAE Link: Opportunity to explore how the UAE embraces diversity.	Understand various representations within literature Explore a range of contextual factors influencing texts studied Explore how different texts utilise representations Analyse characters and themes within different texts through the lens of representations Analyse the creation of representations within a range of extracts Evaluate character, theme, relationship development across whole texts through the lens of representations Croate two coursework essays that demonstrate depth of understanding and analysis	You will learn by reading, collaboratively and independently, The Bell Jar' and Willhed Owen's collection of poetry. You will demonstrate your understanding of both texts through class discussions, annotations and analytical essays. Assessment for Learning: Mini quizzes, class discussione, individual analytical paragraphs, first draft coursework. Summative Assessment: Final pieces of coursework. This assessment will assess how perceptively students can apply their understanding of representations and analyse key themes and characters.	The depiction of the representation of men, women and war in literature offer the opportunity to reflect on the society's attitudes of the past and present.	This builds on your experience of coursework from GCSE This builds towards final A-Level examination and further education within any subject. This provides an apportunity for collaboration between Media, History and PSHE	https://padlet.com/kellemonaghan /ks5-english-shallenan-padlet- lma7tndre6s8iris	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Revision	This term will revise and consolidate all learning from Term 1 and 2 as well as develop examination technique	How does crafting an argument form the basis of a perceptive essay?	Consolidate all learning from Term 1 and Term 2 Apply learning through analytical essays Evaluate personal performance through continuous response to feedback Create a range of essays that demonstrate depth of understanding and analysis	You will learn by independently revisiting all prior learning from Term 1 and Term 2. You will continue to demonstrate your understanding of both texts through class discussions, and analytical essays. Assessment for Learning: Class discussions individual analytical essays. Summative Assessment: Final AS examination. This assessment will assess how perceptively students can apply their understanding of places and analyse key themes and characters.	independent revision and consolidation is a crucial skill to prepare for any examinations as well as 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 your revision experience of Year 11 and 12 with GCSE and AS Level. This builds towards further education. This provides an opportunity for collaboration between all examination assessed subjects.	https://padlet.com/ketilemonashen /ks5-endlish-challense-padlet- l.ma7undow6s8lr/s	Critical thinking Creativity Collaboration Exploration inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 13 Success Criteria: English Literature



Success Criteria	Working Below (E-U)	Working Towards (D)	Working At (C)	Working Above (B)	Significantly Above (A-A*)
AO1 - Demonstrate understanding of the ways in which readers find meanings in texts, showing an understanding of genre, the significance of contexts, and the ways in which different interpretations can be found.	Little sense of the task and how meanings are shaped Little sense of relevant contexts, genre or interpretations	Simple understanding of the significance of relevant contexts in relation to the task Generalised in the connections between contexts, genre, leading to simple interpretations	Straightforward understanding of the significance of relevant contexts in relation to the task Relevant in the connections between contexts, genre, leading to straightforward interpretations	Thorough understanding of the significance of relevant contex ts in relation to the task Coherence in the connections between contexts , genre, leading to carefully explained interpretations	Perceptive understanding of the significance of relevant conte xts in relation to the task Assuredness in the connections b etween contexts, genre, leading to perceptive interpretations
AO2 - Analyse ways in which meanings are shaped in literary texts with close attention to authorial methods	Irrelevant and unclear analysis	Simple understanding of authorial methods in relation to the task Generalised use of critical concepts and terminology with simple expression	Straightforward understanding of authorial methods in relation to the task Relevant engagement with how meanings are shaped by the methods used	Thorough understanding of authorial methods in relation to the task Thorough engagement with how meanings are shaped by the methods used	Perceptive understanding of authorial methods in relation to the task Assured engagement with how meanings are shaped by the methods used
AO3 - Express informed, personal and argued responses to literary texts, using appropriate concepts and terminology, and coherent, accurate writing.	Some vague points in relation to the task and text(s)	Simple structured argument which may not be consistent but does relate to the task Generalised use of literary critical concepts, terminology with simple expression	Sensibly ordered ideas in relevant argument in relation to the task Some use of literary critical concepts, terminology with straightforward and clear expression	Thorough, logical and coherent argument in relation to the task where ideas are debated in depth Appropriate use of literary critical concepts and terminology with precise and accurate expression.	Perceptive, assured and sophisticated argument in relation to the task Assured use of literary critical concepts and terminology with mature and impressive expression

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 12 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
Ferm 1: Paper 1b Uning with Hazards and Countal Scottystems	These units explore how humans have adapted to living with hazards and how we and nature shape coastal ecosystems.	How can humans adapt to not live in risk of the natural environment? UAE Link: We will look at the hazards that impact the UAE and look at how the coastline is used and look for any physical features along the coast.	To explain the causes of natural hazards To explain the impacts of natural hazards and how humans respond. To explain the natural processes that shape a coastal system To explain how coastal landscapes have been developed To explain how coastal ecosystems are managed	Through exploring geographical models, articles and figures. A range of paired work and independent tasks. Assessment for Learning: Quizzes throughout, AO mark schemes, peer and self assessment, regular marking. Summative Assessment: An assessment made up of AQA past exam questions on this unit to show a pupils understanding.	To understand how the physical world poses challenges to humans and to discover how natural processes shape and alter our coastlines. There are many jobs related to hazard management and the coastal ecosystems unit can be applied to the UAE on a daily basis.	This builds on GCSE knowledge of plate tectonics and coasts. This builds towards AS paper 1b This provides an opportunity for collaboration between Science and Maths.	Design hazard management plans, evaluating how countries responded to hazards. Create coastal management budgets to prioritize management strategies.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research
Term 2: Global Systems and Gavernance	This unit explores the role of globalization and how it has affected global systems, the international trade network and led to the creation of governance and global commons.	Does globalization have a positive or negative impact on the SEEP world? UAE Link: We will study how globalization has impacted the UAE and look at the role of global commons and governance within the nation.	To understand the process of globalisation and how it has impacted global systems and international trade systems. Can explain the international trade network and how countries access global markets. To explain the roles of global governance and global commons	Through exploring 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 ACIA past exam questions on this unit to show a pupils understanding.	To gain insight into the fundamentals of the global market, who influences it and who is impacted by it. To discover how it has been impacted by globalization and think of the knock of effects on the global population.	This builds on basic economic processes such as the multiplier effect taught in GCSE Geography. This builds towards an in-depth understanding of global economies and commons which can applied to lots of contexts outside the classroom. This provides an opportunity for collaboration between History and Business.	Analyse figures and sources to determine if globalization has had a global positive or negative effect. Design virtual fieldwork to highlight the economies found in a particular location.	Critical thinking Analysis Collaboration Inquiry Research Adaptability resilience Graph Skills Figure interpretation
Term 3: Resource Security	This unit explains the natural distribution of energy and water, highlights areas of insecurity and provides potential solutions.	How can we solve water and energy security around the globe? UAE Link; Due to the UAE's growing population and natural lack of water they have had to be innovative to ensure supply. This will be used as a case study for pupils to learn from.	To explain the distribution of natural resources and why there is insecurity To explain how resource insecurity can be tackled	Through exploring historical and contemporary data, geographical climate models, video conferences and independent tasks. Assessment for Learning: Self assessment using the AQA mark schemes, mini whiteboards, improve model answer, keyword quizzes. Summative Assessment: An assessment made up of AQA past exam questions on this unit to show a pupils understanding.	To be familiar with global distributions of key resources and areas of the world in surplus and insecurity. To gain insight into how different countries are tackling global issues.	This builds on concepts of human geography taught within rural and urban environments and the challenges they face with their growing population. This builds towards their data analysis skills and ability to use statistics in written work. This provides on opportunity for collaboration between Science and English.	Design case study profiles to share how countries around the world access resources and how they tackle the problems with meeting demand. Develop an understanding of statistical analysis to highlight areas of supply and demand and evaluate the success of different strategies.	Technical skills Critical thinking Analysis Collaboration Research Resilience Communication Evaluation

Year 12 Success Criteria: Geography



Living with Hazards and Coastal Environments

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To explain the causes of natural hazards	Basic understanding of the causes of hazards and little qualitative and quantitative support.	Can explain the causes of natural hazards using geographical language. Is starting to support explanations with qualitative and quantitative data.	Can explain the causes of natural hazards using geographical language. Answers are supported by qualitative and quantitative data and case studies where necessary. Models are mentioned but not used purposefully.	Links to physical geography are made when describing the causes of all natural hazards using keywords. Models are used to explain the causes alongside the use of qualitative and quantitative data and case studies where necessary.	Uses fundamentals such as the structure of the earth and global climate systems to explain the causes of all natural hazards using advanced geographical language. All theory is supported using geographical models. Case studies are used where required alongside thorough use of qualitative and quantitative data.
To explain the impacts of natural hazards and how humans respond.	Basic recall of hazard impacts and the responses carried out by specific countries.	Can describe the impacts of hazards and explain how countries respond linking to a specific case study.	Can describe the SEE and primary and secondary impacts of natural hazards. Can explain how countries responded picking out the strengths and weaknesses of specific case studies.	Can explain the impacts of hazards in detail categorising into SEE and primary and secondary and considering which will have a longer-term effect. Can evaluate the response strategies used by specific countries to respond to hazards.	Can accurately describe the risks of all hazards, categorising into primary and secondary SEE and considering the knock-on effects and feedback loops disrupted. Can evaluate the strategies countries used to respond, supported by models to predict the response and evaluate the effectiveness.
To explain the natural processes that shape a coastal system	Limited understanding of how a coastal system operates and the physical processes that occur along the coast.	Can describe the coastal system characteristics and some of the physical processes which occur along the coast.	To describe the key features of the coastal system. To explain the key physical processes such as erosion, transportation and to use data throughout to support explanations.	To explain the coastal system in detail understanding the inputs, outputs and loops. To explain the physical processes that occur along the coast using geographical language and use geographical models to support explanations.	To explain the coastal system as a series of outputs, loops and equilibriums. To understand how this results in wave types, sediment cells and a series of distinctive coastal processes which can be explained accurately. Geographical models are used to calculate rates and budgets within the system accurately.
To explain how coastal landscapes have been developed	Little understanding of how coastal landforms develop and basic recall of the factors that created them.	Can describe the origin and development of different landforms and provide a basic explanation of how each was formed.	Can explain the origin and development of different landforms. Can explain the formation of the landforms using geographical language.	Can explain the origin and development of different landforms using keywords and supported by the UK case study. Can explain the physical factors that causes the landforms and can predict how changes to the system might impact the formation of specific landforms.	Can accurately explain the origin and development of coastal landforms in the UK and other areas of the world. Can contrast the landforms and explain the physical factors which created them. Can explain in detail how anthropogenic changes impact coastal landforms and suggest how changes to the system functions will have knock on effects on the shape of the coast.
To explain how coastal ecosystems are managed	Basic recall of strategies used by humans to try and manage the coast.	Can describe the methods used by humans to protect the coast and suggest how it could be made more sustainable.	To explain the methods used by humans to manage the coastline. Can categorise into hard and soft engineering and explain how it can be made more sustainable.	To evaluate the human responses to protect coastal landscapes. Can describe a variety of methods used and explain how strategies can become more sustainable. Shows a good understanding of specific shoreline management and integrated strategies.	To evaluate the human intervention along coastal landscapes. To describe the traditional approaches to management, hard and soft engineering and explain how strategies can be more sustainable. To explain in detail how flood risk can be reduced through shoreline management and integrated coastal zone management strategies.

Year 12 Success Criteria: Geography



Global Governance and Resources Security

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To understand the process of globalisation and how it has impacted global systems and international trade systems.	Limited understanding of globalisation and the interdependence of the SEEP world.	Can define globalisation and describe the factors that affect it. Can suggest connections between the S,E,E,P world.	Can describe the processes of globalisation and the factors that affect it. Can explain how the S.E.P.E world it interdependent and suggest associated issues.	Can explain the process of globalisation and that factors that impact the process. Can explain the interdependences of the ESPE world and explain the associated issues.	Can explain in detail the dimensions of globalisation and the factors involved. Can explain the nature or E,S,P and E interdependence in the world and evaluate the associated issues.
Can explain the international trade network and how countries access global markets.	Limited understanding of the international trade network and how countries access global markets.	Can describe the key features of the global market and suggest the most influential countries. Can suggest how TNC's impact the market and how commodities are shared.	Can explain the key features of the global market and suggest the most influential countries. Can explain how TNC's impact the market and how commodities are shared. Can suggest the consequences of global systems on people's lives.	Can explain the key features of global trade and the role of HICs in influencing decision. Can assess the role TNC's have on the global market and suggest how commodities are traded. Can suggest the consequences of global systems on people's lives.	Understands the global features of international trade and the role of HIC's in influencing deals and market access. Can evaluate the role TNC's play in the global market. Can explain the trade pattern of commodities and assess the consequences of global systems on people's lives around the globe.
To explain the roles of global governance and global commons	Limited understanding of global systems and the impacts of globalisation.	Can describe the emergence of laws and instructions creating global systems and commons. Can describe the strengths and weaknesses and link to the ocean system. Throughout the SEE impacts of globalisation are considered.	Can explain the emergence of laws and instructions creating global systems and commons. Can assess their success, using the oceans as an example. Throughout the SEE impacts of globalisation are considered.	Can explain the emergence of laws and instructions creating global systems and commons. Can assess their success, using the oceans as an example and showing an understanding of the physical characteristics of the ocean. Throughout the SEE impacts of globalisation are considered.	Can explain the emergence of laws and instructions creating global systems and commons. Can evaluate their success, using the oceans as a detailed example and showing a thorough understanding of the physical characteristics of the ocean. Throughout the SEE impacts of globalisation are considered and critiqued.
To explain the distribution of natural resources and why there is insecurity	Limited understand of where resources are found and why they naturally occur there. Basic recall of negative impacts associated with meeting demand.	To describe the global distribution of resources and show a small understanding of why they are found there. To describe the impacts of meeting global demand.	To describe global patterns of resource consumption availability and demand. To describe the physical characteristics which impact the location of natural resources. To explain the environmental impacts of trying to meet global demand of energy and water.	To describe global patterns of resource consumption availability and demand. To explain the resources relationship with physical characteristics to determine areas of insecurity. To explain the environmental impacts of trying to meet global demand of energy and water supported by qualitative and quantitativee data.	To describe global patterns of resource consumption availability and demand. To explain the resources relationship with physical characteristics to determine areas or natural stress and surplus. To evaluate the environmental impacts of trying to meet global demand of energy and water, thoroughly supported by qualitative and quantitativee data.
To explain how resource insecurity can be tackled	Limited understanding of the strategies used to increase resource demand and how they can become more sustainable.	To describe the strategies used to increase supply and manage current supply. For each referring to the sustainability and suggesting alternative solutions. Case studies are used to support explanations	To explain the strategies used to increase supply and manage current supply. For each, assessing the sustainability and creating alternative solutions. Case studies are used to provide place specific examples and suggest the success of the strategies using data.	To explain the strategies used to increase supply and manage current supply. For each, assessing the sustainability and creating alternative solutions linking to SEEP challenges. Thorough use of case studies to provide place specific examples and evaluate the success of the strategies using data.	To evaluate the strategies used to increase supply and manage current supply. For each, assessing the sustainability and creating alternative solutions linking to SEEP challenges. Thorough use of case studies to provide place specific examples and evaluate the success of the strategies using data.

Year 13 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: Unit 3 Water and Carbon Cycles Ecosystems under threast	This unit will cover the fundamentals of geographical modelling focusing on the water cycle and the carbon cycle, as well as how global ecosystems are characterized and managed.	How can we use geographical models to portray global systems? UAE Link: When considering ecosystems, the mangroves in Abu Dhabi will be studied. The urbanisation and flash rainfall will be used to illustrate changes in water stores.	To explain the process of the carbon and water cycle To explain how the magnitude of stores is impacted on local, national and global scale. To explain the role of these cycles in supporting life on Earth To explain ecosystem functions and systems and the role of humans To describe the main characteristics of different ecosystems, their management and changes over time.	Through exploring systems modelling, group research tasks, analytical skills, figures and images. Assessment for Learning: Frequent marking, mini whiteboards, quizzes, improve the model answer. Summative Assessment: An assessment made up of AQA past exam questions on this unit to show a pupils understanding.	To understand the characteristics of different global ecosystems and how this links to geographical models such as the water and carbon cycle. This unit has cross curricular importance linking to Maths and Science and modelling interpretation can be used to interpret a huge variety of processes.	This builds on knowledge of the water cycle and carbon cycle taught previously. This builds towards an in-depth knowledge of systems modelling. This provides an opportunity for collaboration between Maths and Science.	Design a sustainable plan to help manage ecosystems on a local and national scale. Create a water cycle model highlighting inputs and outputs with proportional symbols used to show the size of flows.	Critical thinking Creativity Problem-solving Adaptability Inquiry Research Systems modelling
Term 2: Unit 4 Changing places	This unit will focus on people's engagement with their local place, and how urban environments are changing over time.	What are the varieties in people's perception of place? UAE Link: To determine a local context of place the local area will be used as our case study and the geographical characteristic of the area analsysed.	To explain the nature of place and the influence of changing places. To explain the importance of meanings and representation in determining place. To explain the process of urbanisation and the associated SEE issues. To explain urban environmental issues such as waste disposal, health and wellbeing and other contemporary urban issues.	Through exploring local case studies, geospatial data and population statistics to look at where people live and how it has changed. Assessment for Learning: Mini whiteboards, key word quizzes, finish the graph, fill in the blank. Summative Assessment An assessment made up of AQA past exam questions on this unit to show a pupils understanding.	To gain insight on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. As well as focusing on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives.	This builds on a personal knowledge of place and relationship with our country of residence. This builds towards understanding the complex process of changing populations. This provides an apportunity for collaboration between History and Social Studies.	Analyse local maps and GIS data to discover the factors impacting someone's sense of place. Design an urban area which can combat to key challenges faced by urbanisation.	Critical thinking Analysis inquiry Research Adaptability Resillence
Term 3: Fieldwork Recap and revision	This unit will recap what has been covered throughout AS and A2, linking geographical topics to fieldwork concepts.	How can we discover new geographical trends in the field? <u>UAE Link:</u> Discussing what fieldwork could be carried out in the UAE linking to the S units.	To explain how a variety of geographical concepts could be researched in the field. To use a variety of skills to analyse, present and draw conclusions on data	Through exploring practical fieldwork strategies and contemporary data set to find trends on the 5 topics studied. Assessment for Learning: Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with how geography is implemented outside the classroom. How to conduct fieldwork and find contemporary conclusions on a wide range of geographical issues.	This builds on GCSE fieldwork trips completed in the past. This builds towards independently gather data to use in geographical writing. This provides an opportunity for collaboration between Science.	Design a fieldwork action plan for a trip evaluating the impact urban areas have on the environment. Develop graphical data to represent the findings of contemporary fieldwork.	Technical skills Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

Year 13 Success Criteria: Geography



Water, Carbon Cycles and Ecosystems

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To explain the process of the carbon and water cycle	Limited understanding of how the cycles operate. Basic recall of minimal inputs and outputs.	Can describe how the cycles operate as geographical systems. Can suggest the inputs, outputs and transfers and whether system is open or closed.	Can explain how the cycles operate as geographical systems. Can explain the key inputs, outputs and transfers and describe the closed and open systems of the water and carbon cycle.	Can explain how the cycles operate as geographical systems using key language such as dynamic equilibrium and feedback loops. Can explain the key inputs, outputs and transfers and accurately the closed and open systems of the water and carbon cycle.	Can accurately explain how the cycles operate as geographical systems using key language such as dynamic equilibrium and feedback loops. Can explain the key inputs, outputs and transfers and accurately the closed and open systems of the water and carbon cycle.
To explain how the magnitude of stores is impacted on local, national and global scale.	Basic understanding of global water stores and limited recall of factors that affect the magnitude of stores.	Can describe the global distribution of the major stores. Can describe the changes in magnitude of the stores on a local, national and global scale.	Can explain the global distribution of the major stores. Can explain the changes in magnitude of the stores on a local, national and global scale with some reference to timelines and scientific processes.	Can explain the global distribution of the major stores. Can explain the changes in magnitude of the stores on a local, national and global scale with reference to verying timelines and scientific processes.	Can explain the global distribution of the major stores. Can evaluate the changes in magnitude of the stores on a local, national and global scale with reference to varying timelines and scientific processes such as carbon sequestration, combustion and role humans have played in the change.
To explain the role of these cycles in supporting life on Earth	Limited understanding of how carbon and water cycles impact life on Earth.	To describe the role the carbon and water cycles in supporting life on Earth with reference to climate and the role of feedbacks.	To explain the role the carbon and water cycles have in support life on Earth with reference to climate and the role of feedbacks. Can explain human mitigation strategies.	To analyse the role the carbon and water cycles have in support life on Earth with reference to climate and the role of feedbacks. Can highlight strengths and weaknesses in human mitigation strategies and their impact on the climate change	To analyse the role the carbon and water cycles have in support life on Earth with reference to climate and the role of feedbacks. Can evaluate human mitigation to their impact on the climate change
To explain ecosystem functions and systems and the role of humans	Limited recall of biodiversity trends over time and systems concepts. Basic recall of the factors influencing ecosystem change.	Can describe biodiversity trends over time and reference of systems concepts. To describe the factors influencing ecosystem change. Throughout keywords will be used and some use of qualitative and quantitative statistics.	Knowledge of biodiversity trends over time and reference of systems concepts to ecosystems such as nutrient cycling and To explain the factors influencing ecosystem change. Throughout keywords will be used and reference to qualitative and quantitative statistics.	Knowledge of biodiversity trends over time and application of systems concepts to ecosystems such as nutrient cycling and To rank the factors influencing ecosystem change and the impact on succession. Throughout keywords will be used and use of qualitative and quantitative statistics.	Thorough knowledge of biodiversity trends over time and application of systems concepts to ecosystems such as nutrient cycling and To evaluate the factors influencing ecosystem change and the impact on succession. Throughout keywords will be used and use of qualitative and quantitative statistics.
To describe the main characteristics of different ecosystems, their management and changes over time.	Limited understanding of characteristics of local and large-scale ecosystems. Basic recall of factors that influence change.	To describe the main characteristics of local and large-scale ecosystems. To state the influences of change such as conservation on a local and global scale. To use case studies throughout to support written work.	To explain the main characteristics of local and large-scale ecosystems. To explain the influences of change such as conservation on a local and global scale. To use case studies throughout to support written work.	To explain the main characteristics of local and large-scale ecosystems drawing comparisons between the ecosystem functions. To rank the influences of change such as conservation on a local and global scale. To use case studies throughout to support written work.	To explain the main characteristics of local and large- scale ecosystems drawing comparisons between the ecosystem functions. To evaluate the influences of change such as conservation on a local and global scale. To use case studies throughout to support written work.

Year 13 Success Criteria: Geography



Changing Places, Urbanisation and Fieldwork

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To explain the nature of place and the influence of changing places.	Umited ability to describe the importance of place on local and global scales supported by case studies. Can state some of the different factors influencing a sense of place.	Can describe the importance of place on local and global scales supported by case studies. To describe the different factors influencing a sense of place.	Can explain the importance of place on local and global scales supported by case studies. To explain the different factors influencing a sense of place.	Can explain the importance of place on local and global scales supported by case studies comparing the key different between the locational scale. To explain the different factors influencing a sense of place with specific reference to relationships and connections.	Can explain the importance of place on local and global scales supported by case studies comparing the key different between the locational scale. To evaluate the different factors influencing a sense of place with specific reference to relationships and connections.
To explain the importance of meanings and representation in determining place.	Limited understanding of a sense of place and the factors that effect it.	Can describe the importance of peoples past and present in determining perceptions of place. Can describe the role of different stakeholders. Uses some qualitative and quantitative data and case studies to support explanations	Can explain the importance of peoples past and present in determining perceptions of place. Can consider the role of different stakeholders. Uses qualitative and quantitative data and case studies to support explanations.	Can explain the importance of peoples past and present in determining perceptions of place. Can consider the strength of the influence different stakeholders have in determining a sense of place. Uses qualitative and quantitative data and case studies to support explanations and to ensure information is specific.	Can evaluate the importance of peoples past and present in determining perceptions of place. Can evaluate the influence different stakeholders have in determining a sense of place. Consistently uses qualitative and quantitative data and case studies to support explanations and to ensure information is specific and relevant.
To explain the process of urbanisation and the associated SEE issues.	Umited understanding of urbanisation, the processes that lead to it and the impacts its causes.	Can describe changes in urbanisation over time, Can describe the change in urban processes. Can describe the impacts of urbanisation	Can use data and figures to describe changes in urbanisation over time. Can explain the change in urban processes. Can explain the impacts of urbanisation.	Can use mapping to describe changes in urbanisation over time. Use geographical systems modelling to explain the change in urban processes. Can explain the impacts urbanisation has on different countries.	Can use mapping and geospatial analysis to describe changes in urbanisation over time. Use geographical systems modelling to explain the change in urban processes. Can evaluate the impacts urbanisation has on different countries.
To explain urban environmental issues such as waste disposal, health and wellbeing and other contemporary urban issues.	Limited understanding of how urbanisation leads to environmental degradation.	Can describe how urban areas negatively affect people and the environment. Can describe the relationship between urban cities and environmental degradation.	Can explain how urban areas negatively affect people and the environment. Can explain the relationship between urban cities and environmental degradation.	Can use figure analysis to explain how urban areas negatively affect people and the environment. Can use contemporary data to explain the relationship between urban cities and environmental degradation.	Can use statistical analysis to explain how urban areas negatively affect people and the environment. Can use contemporary data to explain the extent of the relationship between urban cities and environmental degradation.
To explain how a variety of geographical concepts could be researched in the field.	Limited ability to use fieldwork results and analysis to draw conclusions on geographical data.	Can use a variety of skills included ICT skills and cartographic skills to draw conclusions on geographical data.	Can use a variety of skills included ICT skills and cartographic skills to draw conclusions and evaluations on geographical data.	Can use a variety of skills included ICT skills and cartographic skills to draw conclusions and evaluations on geographical data. Work is presented to a high standard including handwritten data presentation methods.	Can use a variety of skills included statistical analysis, ICT skills and cartographic skills to draw conclusions and evaluations on geographical data. Work is presented to a high standard including digital and handwritten data presentation methods and computer software's used to analyse data.

History



Horizon International School's pupils are bright and able young people who often enter Post 16 with good reading, writing and oracy skills. Our curriculum aims to build on this and ensure that they:

Horizon International School's Post-16 historians are thoughtful, critical, and reflective learners. They arrive at A Level with a strong foundation in historical skills and curiosity about the past. Our curriculum builds on this by ensuring that students:

- •Deepen their understanding of key historical events, themes, and individuals that have shaped the modern world
- •Develop into independent, critical thinkers who can question interpretations, evaluate sources, and form sustained, evidence-based judgements
- ·Appreciate the complexity of historical causation, significance, and change over time
- Engage with a diverse range of global histories and perspectives, encouraging empathy, open-mindedness, and respect for different cultures
- Explore how history is constructed, contested, and used and why it matters in today's world
- •Are equipped with the analytical and written communication skills required for university-level study and beyond
- ·Become confident, informed citizens, able to engage with contemporary issues through a historical lens

These aims are realised through our curriculum which:

breadth and depth topics, including political, social, economic, and cultural history

- Engagement with historiographical debate and source evaluation to develop higher-order thinking skills
- ·A structured, progressive approach to essay writing, argument construction, and source-based responses
- •Regular opportunities for independent research, fostering autonomy, academic curiosity, and confidence
- Thematic connections across units to encourage comparative thinking and transferable understanding

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

formative and summative assessment, including essays, source tasks, debates, and presentations

- •Data analysis that identifies progress trends and informs planning, intervention, and stretch/challenge strategies
- •Regular written reports and parent-student-teacher consultations to support academic development
- •Department-wide and cross-curricular moderation to ensure consistency, accuracy, and fairness in assessment
- •Regular, personalised feedback with clear success criteria and structured targets for improvement

Year 12 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: Nazi Germany	This unit will explore German history and politics from the end of the First World War through to the end of the Second World War. Students will begin by analysing the Weimar Republic and will then move towards studying the rise of the Naris and life in the Third Reich.	"Why did the Welmar Republic struggle to gain the full consent of the German people between 1919 and 1933?"	Understand the context of Germany's defeat in WWI and the abdication of the Kaiser. Evaluate the strengths and weaknesses of the Weimar Constitution. Identify key threats to the Republic from the left and right (e.g. Spartacists, Kapp Putsch, Munich Putsch). Evaluate the extent to which economic crisis weakened support for the Weimar Republic. Evaluate how the economic crisis undermined democracy and prepared the way for Nazi growth.	You will learn by reading, discussing and analysing a range of historical sources and interpretations about the rise of the Nazis, the nature of Hitler's dictatorship, life in Nazi Germany, and the impact of WWII on the regime. You will develop your understanding through a combination of independent research, collaborative enquiry, teacher-led input, and extended written responses. Summative Assessment: Timed essays in response to past paper questions. Source evaluation questions under exam conditions. A mock examination covering a key section of the course.	You will study Nexi Germany to understand how a democratic society can collapse and be replaced by a dictatorship, and to explore how individuals and governments respond to fear, propaganda, economic crisis, and war.	Links to Wider A-Level History Curriculum: Builds on KS4 foundations such as the Weimar and Nazi Germany GCSE module (if studied) Deepens understanding of democracy, dictatorship, ideology and war Prepares for Paper 1/2 structure: source evaluation and extended written argument	O2 Evens 15/13 Sally Wallier – Democracy and Nazism: Germany 1918–1945 (Oxford AQA A- Level History) Alan White – Access to History: Democracy and Dictatorship in Germany 1919–63 I, Detailed but accessible; great for revision and essay planning, Ian Kershaw – The Nazi Dictatorship: Problems and Perspectives of Interpretation Richard Evans – The Third Reich at War (1939–1945)	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: The Tudors	In this course, you will explore how the Tudor monarchs transformed England over more than a century of dramatic political, religious, and social change. You will learn how power was gained, used, and challenged — from the rise of Henry VII to the death of Elizabeth I.	"To what extent did the Tudor monarchs successfully strengthen the authority of the English Crown between 1485 and 1603?" UAE Link: Dynasty link	Evaluate the political, financial, and social strategies used by Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I to strengthen the Crown Understand the impact of the Reformation and Counter-Reformation on England's society and governance Assess how religious policies affected stability and rebellion Analyse the influence of figures such as Thomas Cromwell, Mary I, Elizabeth I, and key advisors Understand the evolving role of Parliament, Privy Council, and the Church	You will learn by working collaboratively and independently to explore the key political, religious, and social developments during the Tudor period. You will examine how power was established, challenged, and maintained across the reigns of Henry VII to Elizabeth I. You will demonstrate your understanding through source analysis, class discussion, note-making, and extended analytical writing. Assessment for Learning: Knowledge quizzes, class debates, short analytical paragraphs, timed source and essay practice. Summative Assessment: Mock exam-style questions on key themes such as power, religion, and rebellion — completed under timed conditions.	You will study the Tudor period to understand how England was transformed from a fragile monarchy to a powerful and centralised state. This topic helps you explore how monarchs used religion, government, and authority to secure their power—and how ordinary people responded to change.	Develops core historical thinking: cause and consequence, continuity and change, significance, and interpretations Builds directly on skills introduced at GCSE, particularly if students have studied early modern or Tudor topics Prepares students for Paper 1 (Breadth Study), requiring knowledge across a long time period (1485–1603) Trains students in source evaluation and essay writing, supporting success peross the full AQA History course	D Murphy (ed), England 1485-1603, Collins, 1999 N Fellows, Disorder and Rebellion in Tudor England, Hodder, 2009 R Lockyer & D O'Sullivan, Tudor Britain 1485-1603, Longman, 1993 K Randall, Henry Vill and the Government of England, Hodder, 2001 K Randall, Henry Vill and the Reformation in England, Hodder, 2001 J Warren, Elizabeth J: Meeting the Challenge, Hodder, 2008	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Revision & NEA	This term will revise and consolidate all learning from Term 1 and 2 as well as develop examination technique. Students will also have 6 weeks to familiarise themselves with the NEA	"How can I use my knowledge, sources, and historical interpretation s to construct convincing and critical arguments about the past?"	Consolidate all learning from Term 1 and Term 2 Apply learning through analytical essays Evaluate personal performance through continuous response to feedback Create a range of essays that demonstrate depth of understanding and analysis To choose Frame a coherent and manageable anguiry with a clear focus Engage with a range of historians' interpretations to inform and shape your analysis	You will learn by independently revisiting all prior learning from Term 1 and Term 2. You will continue to demonstrate your understanding of both texts through class discussions, and analytical essays. Assessment for Learning: Class discussions individual analytical essays. Summative Assessment: Final AS examination. This assessment will assess how perceptively students can apply their understanding of places and analyse key themes and characters.	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. You will learn about the NEA (Non-Exam Assessment) because it gives you the opportunity to take control of your own historical investigation. It helps you build essential skills such as independent research, critical thinking, and analytical writing — all of which are valued at university and in many careers	This builds on your revision experience of Year 11 with GCSEs This builds towards final A-Level examination and further education within any subject. This provides on opportunity for collaboration between all examination assessed subjects.	"What is History?" – E.H. Carr A classic introduction to how history is written and interpreted. "The Pursuit of History" – John Tosh Excellent for understanding sources, historical arguments, and schools of thought. "In Defence of History" – Richard J. Evans A clear argument for the value of evidence-based history.	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 12 Success Criteria: History



Success Criteria	Working Below (E-U)	Working Towards (D)	Working At (C)	Working Above (B)	Significantly Above (A-A*)
AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	No meaningful historical knowledge or understanding demonstrated No use of relevant concepts No argument or judgement present	Demonstrates limited knowledge; some errors or gaps- Basic references to historical concepts but with misunderstanding or confusion- Judgements are underdeveloped or absent- Tends to narrate rather than analyse	Demonstrates good but sometimes uneven knowledge- Uses key concepts appropriately, though not always consistently- Arguments are clear but may lack depth in parts- Judgements are present but not always fully justified	Demonstrates secure and relevant knowledge across the period- Shows clear understanding of key historical concepts- Makes sustained and well-supported arguments-Judgements are well-developed and supported with accurate evidence	- Demonstrates precise, wide- ranging and well-organised knowledge - Shows sophisticated understanding of key concepts (cause, change, significance etc.) - Makes perceptive, well- substantiated judgements throughout - Integrates detailed evidence fluently to support nuanced arguments
AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	Demonstrates very limited or inaccurate knowledge; lacks relevance or focus.	Demonstrates limited knowledge; may include errors or misunderstandings. Weak or inconsistent argument with little relevance.	Demonstrates basic knowledge with some relevance but lacks depth or has notable inaccuracies. Uses limited or vague evidence; may lack direct relevance.	Shows clear understanding of key historical concepts (cause, consequence, significance, etc.). Demonstrates secure and relevant knowledge across the period; accurate and well-chosen	Demonstrates precise, wide- ranging and detailed knowledge across the whole period; insightfully selected.
AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	Contextual knowledge is absent, minimal or irrelevant.	Demonstrates basic understanding of the interpretations; may conflate or generalise them.	Uses some relevant knowledge, but links to interpretation/context may be partial or uneven. Evaluation is attempted and partly supported but may rely on assertion or generalisation.	Demonstrates clear understanding of historians' interpretations and what they are arguing.	Demonstrates sophisticated and precise understanding of the interpretations and their core arguments. Evaluation is perceptive, critical, and well-justified with clear reference to context and argument strength.

Year 13 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: Nazi Germany	This unit will explore German history and politics during the Nazi period. Students will begin by analysing life in the Third Reich and then we will study Germany during the Second World Wr.	To what extent did Nazi Germany maintain control through consent, coercion and chaos during the war years, 1939–1945?	Identify and explain the use of coercion, propaganda, and surveillance Evaluate the extent of popular support and resistance within German society Understand how wartime pressures affected the Nazi economy, administration, and ideology Explore the social effects of war on women, youth, and minority groups race the escalation of anti-Jewish policies into systematic genocide Analyse the roles of key individuals and institutions in the Holocaust	You will learn by reading, discussing and analysing a range of historical sources and interpretations about the rise of the Nazis, the nature of Hitler's dictatorship, life in Nazi Germany, and the impact of WWII on the regime. You will develop your understanding through a combination of independent research, collaborative enquiry, teacher-led input, and extended written responses. Summative Assessment: Timed essays in response to past paper questions Source evaluation questions under exam conditions A mock examination covering a key section of the course	You will study Nazi Germany to understand how a democratic society can collapse and be replaced by a dictatorship, and to explore how individuals and governments respond to fear, propaganda, economic crisis, and war.	Unks to Wider A-Level History Curriculum: Builds on KS4 foundations such as the Weimar and Nazi Germany GCSE module. Deepens understanding of democracy, dictatorship, ideology and war Prepares for Paper 1/2 structure: source evaluation and extended written argument. Develops core A-Level skills: critical analysis, historiographical evaluation, and independent judgement.	Sally Waller – Democracy and Nazism: Germany 1918–1945 (Oxford AQA A-Level History) Alan White – Access to History: Democracy and Dictatorship in Germany 1919–63 I. Detailed but accessible; great for revision and essay pianning. Ian Kershaw – The Nazi Dictatorship: Problems and Perspectives of Interpretation I. Essential for understanding historiography, especially on consent, terror, and choos. Richard Evans – The Third Reich at War (1939–1945) historians of Nazi Germany.	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: Tudors	in this course, you will explore how the Tudor monarchs transformed England over more than a century of dramatic political, religious, and social change. You will learn how power was gained, used, and challenged — from the rise of Henry VII to the death of Elizabeth I.	How do representation s of the world in literature challenge society's perception? UAE Link: Opportunity to explore how the UAE embraces diversity.	Evaluate the political, financial, and social strategies used by Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I to strengthen the Crown Understand the impact of the Reformation and Counter-Reformation on England's society and governance Assess how religious policies affected stability and rebellion Analyse the influence of figures such as Thomas Cromwell, Mary I, Elizabeth I, and key advisors Understand the evolving role of Parliament, Privy Council, and the Church	You will learn by working collaboratively and independently to explore the key political, religious, and social developments during the Tudor period. You will examine how power was established, challenged, and maintained across the reigns of Henry VII to Elizabeth I. You will demonstrate your understanding through source analysis, class discussion, note-making, and extended analytical writing. Assessment for Learning: Knowledge quizzes, class debates, short analytical paragraphs, timed source and essay practice. Summative Assessment: Mock exam-style questions on key themes such as power, religion, and rebellion — completed under timed conditions.	You will study the Tudor period to understand how England was transformed from a fragile monarchy to a powerful and centralised state. This topic helps you explore how monarchs used religion, government, and authority to secure their power — and how ordinary people responded to change.	Develops core historical thinking: cause and consequence, continuity and change, significance, and interpretations Builds directly on skills introduced at GCSE, particularly if students have studied early modern or Tudor topics Prepares students for Paper 1 (Breadth Study), requiring knowledge across a long time period (1485–1603) Trains students in source evaluation and essay writing, supporting success across the full AQA History course	D Murphy (ed), England 1485–1603, Collins, 1999 N Fellows, Disorder and Rebellion in Tudor England, Hodder, 2009 R Lockyer & D O'Sullivan, Tudor Britain 1485–1603, Longman, 1993 K Randall, Henry VIII and the Government of England, Hodder, 2001 K Randall, Henry VIII and the Reformation in England, Hodder, 2001 J Warren, Elizabeth I: Meeting the Challenge, Hodder, 2008	Critical thinking Creativity Collaboration Expioration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 13 Curriculum: History



Wha	at 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
Revision & NEA revision & NEA all lex Term well a exam techr Stude have famili	se and solidate saming from m1 and 2 as las develop mination onlique. See 6 weeks to elilarise meetives with NEA	1 and Term 2 Apply learning through analytical essays Evaluate personal performance through continuous response to feedback	You will learn by independently revisiting all prior learning from Term 1 and Term 2. You will continue to demonstrate your understanding of both texts through class discussions, and analytical essays. Assessment for Learning: Class discussions individual analytical essays. Summative Assessment: Final AS examination. This assessment will assess how perceptively students can apply their understanding of places and analyse key themes and characters.	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. You will learn about the NEA (Non-Exam Assessment) because it gives you the opportunity to take control of your own historical investigation. It helps you build essential skills such as independent research, critical thinking, and analytical writing — all of which are valued at university and in many careers	This builds on your revision experience of Year 11 with GCSEs This builds towards final A-Level examination and further education within any subject. This provides an apportunity for collaboration between all examination assessed subjects.	"What is History?" – E.H. Carr A classic introduction to how history is written and interpreted. "The Pursuit of History" – John Tosh Excellent for understanding sources, historical arguments, and schools of thought. "In Defence of History" – Richard J. Evans A clear argument for the value of evidence-based history.	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 13 Success Criteria: History



Success Criteria	Working Below (E-U)	Working Towards (D)	Working At (C)	Working Above (B)	Significantly Above (A-A*)
AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	- No meaningful historical knowledge or understanding demonstrated - No use of relevant concepts - No argument or judgement present	Demonstrates limited knowledge; some errors or gaps- Basic references to historical concepts but with misunderstanding or confusion- Judgements are underdeveloped or absent- Tends to narrate rather than analyse	Demonstrates good but sometimes uneven knowledge-Uses key concepts appropriately, though not always consistently- Arguments are clear but may lack depth in parts- Judgements are present but not always fully justified	Demonstrates secure and relevant knowledge across the period- Shows clear understanding of key historical concepts- Makes sustained and well-supported arguments-Judgements are well-developed and supported with accurate evidence	- Demonstrates precise, wide- ranging and well-organised knowledge - Shows sophisticated understanding of key concepts (cause, change, significance etc.) - Makes perceptive, well- substantiated judgements throughout - Integrates detailed evidence fluently to support nuanced arguments
AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	Demonstrates very limited or inaccurate knowledge; lacks relevance or focus.	Demonstrates limited knowledge; may include errors or misunderstandings. Weak or inconsistent argument with little relevance.	Demonstrates basic knowledge with some relevance but lacks depth or has notable inaccuracies. Uses limited or vague evidence; may lack direct relevance.	Shows clear understanding of key historical concepts (cause, consequence, significance, etc.). Demonstrates secure and relevant knowledge across the period; accurate and well-chosen	Demonstrates precise, wide- ranging and detailed knowledge across the whole period; insightfully selected.
AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	Contextual knowledge is absent, minimal or irrelevant.	Demonstrates basic understanding of the interpretations; may conflate or generalise them.	Uses some relevant knowledge, but links to interpretation/context may be partial or uneven. Evaluation is attempted and partly supported but may rely on assertion or generalisation.	Demonstrates clear understanding of historians' interpretations and what they are arguing.	Demonstrates sophisticated and precise understanding of the interpretations and their core arguments. Evaluation is perceptive, critical, and well-justified with clear reference to context and argument strength.

Islamic (Native)

المنهج

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

*تُشجع على تحقيق التوازن بين الحياة الروحية والاجتماعية

*داعمين للالتزام بالشعور بارتباط خاص تجاه مجتمعك

*تثقيف حول الثقافة الاجتماعية والإسلامية وكذلك التقاليد وفقا لبلدهم.

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

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

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

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

تتحقق هذه الأهداف من خلال منهجنا الذي:

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

*يتم تنظيمه بشكل موضوعي لتحفيز عمق واتساع التفكير

*يشجع ويوفر فرصنا 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 والمعني بفهم عميق حسب حاجتهم.

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

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

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

*يوفر مُلاحظات 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

عند الاقتضاء



Year 12 Curriculum: Islamic (Native) الصف 12 خطة التربية الإسلامية

	هاذا سأتعلم؟	سوال تطيمي كبير	أهداف التطم	كيف سأتعلم هذا ا	لماذا سأتعلم هذا†	الربط بالمواد الأخرى	التقم القائم على المشروع / قراءة أوسع / مزيد من الاستقشاف	مهارات التعلم
الترم الأولى: 1:- الثبات على الحق. (القران الكريم و علومه) 2:- القرآن الكريم والإعجاز (علم القرآن الكريم والإعجاز (علم العلمي (القرآن الكريم وعلومه) الإيمانية) 4:- الاستعفاف (فيم الإسلام) (أحكام الإسلام في الإسلام) (أحكام الإسلام ومقاصدها) (عمالم التخطيط في سيرة الرسول, (السيرة النبوية) (إليانية والانتماء) (المهرية والانتماء)	هذا القصل يقرأ ويحلل السورة وقواعدها ، ويستخشف الحديث ، ودلالة يعض الأعصال الهامة في الإسلام كتاب الوزارة الوحدة 1 و 2	لماذا يقرأ السلون القرأن الريطينولة الإمارات: الإمارات بالالإنا الإمارات بالالإنا واقامة موسسات لرعلينهم والاعتمام بأسر الشهداء في تقيم العون والدعم العون والدعم	"بستنج بعض أحكام الأبات الكريمة. "بين الالالات الواردة في الأبات الكريمة. "بوضح فواك الإعجاز. "بوضح فطرة الإسلام للحدي الخل الشري. "بينتنج أحداف تحدي الحل البشري. "بين أسبف بعد العلل عن القل. "بين أسبف عدد العلل عن القل. "بين أسبف عد العلل عن القل. "بين أسبق حجالات الاستخلف على القرد والمجتمع "بين الملامة. "بينتنج أحدية تنظيم العقود المالية. "بينن الملسفة التي يقوم عليها التحطيط في "بين الملامي. الإسلامي. بينتاج أهدية التحطيط في حياة الأقراد و الإسلامي. المحتمدات. المحتمدات. المحتمدات. المحتمدات المالية العربية المتحدة في "بدداية المادية. "بوضح جهود دولة الإمارات العربية المتحدة في حداية اللغمة العربية المتحدة في	سنتعلم من خلال قراءة وتحليل واستكشاف وربط تعليم الإسلام بالعالم الحقيقي والأخرة. التقيم الاسلام الشغوية ، التقيم من أجل التعلم: التلوية كل موضوع وحدة المختبارات قصيرة ، ورتود قعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. كل أسبوع شاوي (سورة واحدة وحديث) لتقيم التقيم النهائي ، التقيم النهائي ، تطوير وتحليل معيار وزارة التربية تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	ناتوة وطفظ والسور وكنك تحديد البور وركنك تحديد والأحليث وتحديها ويحدي ويحد تعليم الإسلام "كيف يحدل المستح لك ويحدل المشتى والإنداعي.	هذا يبني على معرفتك الحالية بمختلف السور والمعابير من الصف 11. التربية الإسلامية واللغة العربية: الأساد لم المعالم ودلالات بما غيه من معان ودلالات التربية الإسلامية والتاريخ والجغرافيا: التربية الإسلامية والتاريخ والجغرافيا: معطها الله سبحانه وتعالى محل دراستها والتمان فقد المناق عز وجل اهتمام المؤمن عندما دعاء التربية الإسلامية والعلوم: الله إلى النظر والتامل الإبات التي دعوة من الله تعالى إلى والنظر، وهي دعوة من الله تعالى إلى مخلوقات لبني الم التربية الإسلامية والتلاويوبيا: من مخلوقات لبني الم من مخلوقات لبني الم التربية الإسلامية والتكنولوجيا: من مخلوقات المني الما المعرفة والمهارة من خلال البحث المعرفة والمهارة من خلال البحث المعرفة والمهارة من خلال البحث	تغيمات مستمرة في نهاية كل موضوع ووحدة. معط السورة القرآنية حسب مستواك ، 2 أحديث في تخصيص مشروع بحث تصير التحقيم من تعلمهم عن الأنبياء مواصلة العمل على التعليم الإسلامي لتضييق الفهوة والمعايير (القرآن والمعايير والمعايير والمعايير والمعايير الإسلامية الأخرى	العصف الذهني التفكير الإبداعي الربط بالواقع الأخرى الإبداعي الأخرى الربط بالوثيقة الوشيقة حل المشكلات التفكير الناقد التعاوني التعاوني
الترم الثقي 2:- 1:- غزوة الأهزاب (القران الكريم وعلومه) 2:- أقسام الحديث الشريف (الحديث الشريف وعلومه) 3:- الشورى في الإسلام (قيم الإسلام) الإسلام في بناء الأسرة (احكام الإسلام في بناء ومقاصدها) ومقاصدها) 7:- الإستدامة في المنهج	هذا الفصل يقرأ ويحال السورة وقراعدها ، ويستكشف الحديث ، ودلالة بعض الأعمل الهامة في الإسلام كذاب الوزارة الوحدة 3 و 4	كيف الحسول على علم الحنيث. وأنواعه يمكن أن تجعلك الحسل من المسلمين؟ الريط يتولة الإمار أت: أخرسة لإماككتاف أعدية يتاء الأمرة في الإسلام؟	"يستنج بعض دالات الايات الكريمة. "كوسخ الذي يت الدارية في الايات الكريمة. "كوسخ الذي يت الدارية في الايات الكريمة والمحدن والضعيف والمحدن والضعيف المستنج في الدين المسترح على الدين المسترح في الدين المسترح في الدين المسترح في الدين المسترح في المسترح في الاسترم. "بين مسترح الملك الأسرة." "يستنج اسس بناء الأسرة." "يستنج اسس بناء الأسرة." "يستنج استركاف المراة في الاسترم." "يستنج المشترع المراة في الاسترم." "يستنج المستركاة الراة في الاسترم."	ستعلم من خلال غراءة وتطلق واستكشاف وريط تعالم الإسلام بالحال التطورة والأخرة . التغييم من أجل التعلق التلاوة الشغوية ، والتغييم التغييم التغييم المستعرة على موضوع التغييم التخارات قصيرة ، وربود فعل الزماد ، والتغالثات السلمية ، تعيين مشروع التغييم التغي	نلارة وحفظ السور القرابية وكناك تحديد والأحاديث وتحديد وتحديد الإسلام المحدود المحدود والمحدود والإبداعي.	هذا يبنى على معرفاك الدقية بمختلف المعليز والدور من الآرم 1. فترية إصادية والله فيه. والإنا المربة صرورية لهم كان الدندلي بنا فيه بن معن والإنا المربة الإنسانية والمواطقة المربة الإنسانية والتين والمواطقة منظر الدنيان المربة والتموقية القد عنه برات عشبة المثلو عروض المدير المواج التين المربة والتينة الإسلامية والمواج المين الدنيان المربة الله المربة الإنسانية المينانية والمواج التين المربة الله بن الكراء بلا ما سعر " الله فيه من المؤلف بني التربية المواجعة المربة الما معر " الله فيه من المؤلف بني التربية المؤلف بني الكراء بلا ما سعر " الله فيه من المؤلف بني التربية الانتهام والمهارة من المهارية والمهارة من خلال البحث والإسلامياء وجمع المعاومات	تغيمات مستمرة في نهاية كل موضوخ ووحدة 2 لحشير أنه أنه حسب مستوك في قاتليد في قاتليد في قاتليد المتحقق مشروخ يحث فعسير المتحقق من تعلمهم عن الإسراء المتحقق مواسلة العمل على التعليم الإسلامي لتمنييق المتحود (القرآن و المدنيث والمعابير الإسلامي والمعابير الإسلامي والمعابير الإسلامية الأخرى	تعصف الذهلي التفكير الإبداعي الرفط بالرواعي الرفط بالمواد الإبداعي الأخرى الرفط بالوثيقة الرفط بالوثيقة المشكلات التفكير الذاق التعاوني التعاوني



Year 12 Curriculum: Islamic (Native) الصف 12 خطة التربية الإسلامية

	ماذا سأتطع؟	سوّال تطيمي كبير	أهداف التعلم	كيف سأتعلم هذا؟	لماذا سأتعلم هذا؟	الربط بالمواد الأخرى	النظم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهازات التطم
الترم الثالث 3:- 1:- الاقتداء برسول الله (القران الكريم و علومه) 2:- المتواتر والأحاد وعلومه) 3:- الإنصاف في الإسلام. (اداب الإسلام) 4:- المحرمات من النساء.(أحكام الإسلام ومقاصدها) المؤمنين في الحديث. (الشخصيات)	هذا الفصل يقرأ ويحلل السورة وقواعدها، ويستكثف ودلالة الأعمال الأعمال الإسلام, الإسلام, الوحدة 5 و الوحدة 5 و	ما هي اداب دخول اداب دخول اي منزل؟ هناك هناك منزل؟ واعد البيت النبي؟ البيت النبي؟ اكتشف التفكير في والشبكات والشبكات الاجتماعية	*يبين الدلالات الواردة في الإيات الكريمة. *يستنتج مجالات الإقتداء بالرسول (صلى الله عليه وسلم) يقرق بين الحديث المتواتر والحديث الأحاد يميز بين أنواع الحديث الأحاد* *يوضح مجالات الإنصاف. *يوضح الحكمة من تحريم *يوضح الحكمة من تحريم الزواج من بعض النساء. *يحدد أنواع التحريم حسب الذواج المحمة من تحريم *يستنتج أهم صفات الإمام البخاري. *يستنبط الدروس والعبر من *يستنبط الدروس والعبر من حياة الإمام البخاري.	سنتعلم من خلال قراءة وتحليل واستكشاف وربط والأخرة. والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع وردود فعل الزملاء ووحدة. اختبارات قصيرة ، والنقاشات الصفية ، تعيين مشروع قاعدة البحث. التقييم النهائي ، سيقيم هذا التقييم النهائي ، سيقيم هذا التقييم التربية والتعليم / هيئة تطوير وتحليل معبار وزارة المعرفة والتعليم / هيئة المعرفة والتعليم / هيئة مكل موضوعي وذاتي.	- قراءة وحفظ وكذلك تحديد السور وكذلك تحديد والأحاديث فهم وربط فهم وربط الكيم الإسلام أن يدعمك التقكير ويسمح لك النقدي والإبداعي.	هذا يبني على معرفتك والسور من الترم 2. والسور من الترم 2. التربية الإسلامية واللغة العربية: اللغة العربية: اللغة العربية ضرورية لفيم كتب التربية الإسلامية والتاريخ ودلالات التربية الإسلامية والتاريخ والمبعاء، فقد جعلها الله سبحانه وتعلى محل در استها والتعمق وتعلى محل در استها والتعمق فيها للوقوف عند جوانب عظمة الخالق عز وجل اهتمام المؤمن فيها للوقوف عند جوانب عظمة التربية الإسلامية والعلوم: عندما دعاه الله إلى النظر والتأمل الأيات التي تحت على العلم والبحث والنظر، وهي دعوة من الكون، بكل ما سخر " الله قيه من التربية الإسلامية والعلوم: مخلوقات لبني ادم الكون، بكل ما سخر " الله قيه من التربية الإسلامية والتكنولوجيا: منام الطائب أفاقا وامعة	اوسع المزيد من الاستقداد انهاية كل موضوع وحدة. ووحدة. حفظ السورة القرآئية حسب مستواك ، 2 حفظ السورة القرآئية وتحميلها في قناتك. حسب مستواك ، 2 حسب مستواك ، 2 حفظ السورة القرآئية وتحميلها في قناتك. الحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع وتعليمهم عن الأنبياء بعث قصير التحقق من وتعليمهم. والمناية الإسلامي والمعابير	العصف الذهني التفكير الإبداعي الربط بالواقع الأخرى الأخرى الربط بالوثيقة الوطنية حل المشكلات التعلم التعاوني
						لاكتساب المعرفة والمهارة من خلال البحث والاستقصاء وجمع المعلومات.		



Year 12 Success Criteria: Islamic (Native) 12 قواعد معايير النجاح للصف

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)
الوحي الإلهي (القرآن الكريم –	الفهم المحدود أو غير الدقيق ٠٠	بعض الفهم للايات 💠	 يقرأ المعور القرآنية المقررة بنجاح 	- يقرأ بشكل صحيح السور 🔹	- يقرأ بدقة السور القرانية المقررة .
الحديث الشريف)	للايات القرانية والأحاديث	القرأنية ونصوص	جزئي.	القرأنية المقررة معظم الأوقات.	في المنهج.
التلاوة – الحفظ - التحليل	the state of the s	الأحاديث مع القدرة على		- يفسر بنجاح المعاني العامة 💠	- يفسر بدقة المعاني العامة لايات •
يظهر الطالب حفظًا 4.1.1	في الربط بين معاني الأيات	انتقاء بعض الأدلة من	السور القرآنية المقررة في المنهج.	لأيات السور القرآنية المقررة	السور القرانية المقررة في المنهج.
متقذا للقران الكريم ومعرفة		حيث النقاط.	The State of the second second	في المنهج.	and the second s
بمعاتبة و علومه و تطبيقًا الأحكامه.		بعض الوعى بالسياقات •	- يطبق بشكل جزئي أحكام التلاوة •		- يطبق بدقة أحكام التلاوة والتجويد. ٠
,444,		ذات الصلة.	و سجويد.	- يطبق غالبًا أحكام التلاوة ·	- يقارن بشكل موسع بين أنواع 💠
3.2.1 يظهر الطآلب معرفة			- يقارن بشكل جزئي بين أنواع 💠	و التجويد.	الإعجاز العلمي في القرآن الكريم.
بمكانة السنة النبوية من التشريع وفهمًا لعلومها وتقديزًا لجهود			الإعجاز العلمي في القرآن الكريم.	- يقارن بشكل تام بين أنواع 💠	يحدد بدقة أنواع الحديث الشريف ٠٠
وعهدا تطومها وعدير، تجهود العلماء في تدوينها.			يحدد بشكل جزئي أنواع الحديث *	الإعجاز العلمي في القران	من حيث القبول والرد والصَّحة
1000000			الشريف من حيث القبول والرد	الكريم.	والضعف.
			والصحة والضعف.	يحدد بنجاح أنواع الحديث 💠	
			8. 8.	الشريف من حيث القبول والرد	
				والصحة والضعف.	
العقيدة الإسلامية		- يحلل نماذج من 💠		- يحلل نماذج من الخطاب ٠٠	- يحلل بعمق نماذج من الخطاب يه
التعرف والاستكشاف والتحليل	نص الخطاب الإلهي	الخطاب الإلهي للإنسان			الإلهي للإنسان عبر خواصه
يحلل الطالب تصوصنا 3.1.2	اللإنسان.	عبر خواصه ومجالاته	وجود بعض الأخطاء.	YEAR OF THE SECOND	ومجالاته مستنبطا عالمية العقيدة
شرعية في مجال العقيدة		،مع وجود بعض ساء در		استنباط عالمية العقيدة	الإسلامية.
الإسلامية.		الأخطاء.		الإسلامية.	
يظهر الطالب وعيّا 2.1.2					
بمنهجية الإسلام في بناء العقل					
المسلم وتطبيقها في مجال					
التفكير الناقد الإبداعي.			(<u>-</u>		



Year 12 Success Criteria: Islamic (Native) 12 قواعد معايير النجاح للصف 12

معابير التجاح	العمل دون المستوى(1-2)	العمل تحو المستواي (4-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل يشكل ملحوظ فوق مستوى التوقعات (8 – 9)
قيم الإسلام وأدابه	يشرح بشكل محدود منهج الإسلام في ي	- يشرح بشكل جزني منهج الإسلام في ي	- يشرح بشكل جزني منهج الإسلام في ۞	- يشرح بشكل تام منهج الإسلام في ي	- يشرح بشكل موسع منهج الإسلام في 💠
الفزح واربط واستقصبي	الاستعفاف عن المحرمات.	الاستعفاف عن المحرمات	الاستعقاف عن المحرمات.	الاستعفاف عن المحرمات.	الاستعفاف عن المحرمات.
يظهر الطالب فهمًا ولمثلًا 1.1.3 لقيم الإسلام الفرنية والجماعية في	- يلخص بشكل محدود الأثار الإيجابية ،	يلخص بشكل جزني الأثار الإيجابية ي	يلخص بشكل جزني الأثار الإيجابية ۞	- يلخص بشكل صحيح الأثار الإيجابية ۞	- يلخص بشكل تام وصحيح الأثار الإيجابية ۞
طهم اوسام اطرابیه و خیماعیه می سلوکه	للشورى على الغرد والمجتمع.	للشوري على الغرد والمجتمع.	للشورى على الفرد والمجتمع.		
	- بير هن بشكل معدود على ضرورة 💠	19 10 march	A MARKET TO THE TOTAL PROPERTY.	- يبرهن بشكل تام على ضرورة الالتزام 🌣	- يبر هن بشكل موسع على ضرورة الالتزام 💠
	الالتزام بخلق الانصاف في القول والعمل.	- يبرهن بشكل جزئي على ضرورة 💠	- يبر هن بشكل جزئي على ضرورة الالتزام 💠	بخلق الانصاف في القول والعمل.	خلق الإنصباف في القول والعمل.
يظهر الطالب فيمنا وتطبيقًا 1.2.3	W. CONTRACTOR STORY	الالتزام بخلق الانصاف في القول	بخلق الانصناف في القول والعمل.		
لأداب الإسلام	- يحاول تصميم عرض بالوسائط المتعدة 💠	والعمل.	A	THE RESIDENCE OF THE PROPERTY	CONTRACTOR AND
	حول أداب الحوار مع وجود أخطاء		يصمم عرضا بالوسائط المتعددة حول اداب ي		- يصمم بنجاح تام عرضنا بالوسائط المتعددة •
	متكررة	يصمم عرضنا بالوسائط المتعددة حول ي	الحوار مع وجود أخطاء.		حول اداب الحوار ، موضحا أهمية الالتزام بها.
	and the lease of the transfer to the	اداب الحوار مع وجود أخطاء.	A. 10 1525 1 14 15 165 2	- يشرح بشكل تام اداب استخدام وسائل ١٠٠٠ الدارية	out I for consumerational control texts and the
	- يشرح يشكل جزني أداب استخدام وسائل 💠 التراد ال XXV ما	A part of the Khalib	- يشرح يشكل جزني أداب استخدام وسائل 💠 التراب الـ CPD منا		- يشرح يشكل موسع أداب استخدام وسائل ﴿ الاتصال الإلكترونية ، موضعاً أهمية الإلتزام
	التواصل الالكتروني	 یشر ح بشکل جزنی آداب استخدام وسائل التواصل الالکترونی 	التواصل الالكتروني.		الانفقال الإنتبرونية ، موطنت المنية الانترام
أحكام الإسلام ومقاصدها	 يقيم بشكل غير صحيح العقود المالية 		- يفتيم بشكل جزني العقود المالية المعاصرة ١	 يقيم بشكل تام ودقيق العقود المالية 	- يقيم بشكل تام ودقيق العقود المالية المعاصرة ♦
	المعاصرة وفق ضوابط وأحكام الإسلام	المعاصرة وفق ضوابط وأحكام			رفق صوابط وأحكام الإسلام مدعما ذلك بالأدلة
وصف - تصنیف - استنتاج		الإسلام		مدعما ذلك بالأدلة	
	- يستخلص بشكل محدود منهج الإسلام في 💠		- يستخلص بشكل جزئي منهج الإسلام في 💠		و يمتخلص بشكل تام وصحيح منهج الإسلام في ي
يظهر الطالب معرفة 3.1.4	بناء الأسرة سع وجود أخطاء كثيرة	- يستخلص بشكل جزني منهج الإسلام ۞		- يستخلص بشكل صحيح منهج الإسلام في 🌣	بناء الأسرة
بفقه العبادات ويوديها بطرقة		في بناء الأسرة مع وجود أخطاء.	E1 N E	يناه الأسرة.	N W 10
صحيحة.	- يميز بشكل سطحي بين أنواع المحرمات 🌣	10. 10.00 10.0041	- يميز بشكل جزني بين أنواع المحرمات 🌣	IN U. S. CON MODES	- يميز يشكل موسع بين أنواع المحرمات من 💠
يظهر الطالب معرفة 1.3.4	من النساء.	- يميز بشكل جزني بين أنواع 💠	من النساء.		النبناء
وفهما لقواعد الأحكام الشرعية.	- يبين بشكل محدود القواعد الفقهية الكبرى 💠	المحرمات من النساء.	- يبين القواحد الفقهية الكبرى ومكانتها في 💠	المحرمات من النساء	- يبين بشكل موسع القواعد الفقهية الكبرى 💠
	ومكانتها في التشريع.	 يبين القواعد الفقهية الكبرى ومكانتها 	التشريع مع وجود الخطاء		ومكانتها في التشريع ، موضحاً ذلك بامثلة.
		في التشريع مع وجود أخطاء.	a to all a contract of	الكبرى ومكاتتها في التشريع.	4 4 4 4
	- يقارن بشكل محدود بين مصادر الشريعة • الديد تريين ما دار	at a least the second	- يقارن بشكل جزني بين مصادر الشريعة 🂠		- يقارن بشكل موسع بين مصادر الشريعة 💠
	الإسلامية مع وجود أخطاء .	 يقارن بشكل جزئي بين مصادر الشريعة الإسلامية 	الإسلامية .	 يقارن بشكل ثام ودقيق بين مصادر الشريعة الإسلامية 	الإسلامية ، موضحا ذلك باسئلة.



قواعد معايير النجاح للصف 12

Year 12 Success Criteria: Islamic (Native)

معابير 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
	S. 37		25 A	W 8	التوقعات)8 – 9)
السيرة النبوية والشخصيات يستخلص الطالب 4.1.5 معرفة وتاسيا بشخصية الرسول حيث إنه النموذج الكامل والأسوة الحسنة في جوانب الحياة الإنسانية كافة. وظهر الطالب معرفة 1.2.5 واقتداه بشخصيات إسلامية بارزة لها دورها في خدمة الإسلام والمسلمين.	 پستطيع ذكر سمات ومميزات منهج الرسول صلى الله عليه وسلم في بناء القرد و الجماعة، مع وجود اخطاء متكررة. لا يستطيع أن يستخدم منهج النبي صلى الله عليه وسلم واساليبه في الدعوة إلى الله تعالى. يستطيع سرد جوانب من سيرة أم سلمة رضي الله عنها و الامام البخاري رحمه الله، مع وجود للمنط و أخطاء كثيرة. لا يستطيع استخلاص الدروس والعبر المستفادة من سيرة أم سلمة رضي الله عنها و الإمام المستفادة من سيرة أم سلمة رضي الله عنها و الإمام المستفادة من سيرة أم سلمة رضي الله عنها و الإمام البخاري رحمه الله. 		 پستطيع الاستدلال على سمات ومموزات منهج الرسول صلى الله عليه وسلم في بناه الغرد والجماعة، مع وجود أخطاء بسيطة. پحاول استخدام منهج النبي صلى الله عليه وسلم، وبعض أساليبه في الدعوة إلى الله تعالى. لا يستطيع التحدث بنجاح عن سورة أم سلمة رضى الله عنها والإمام البخاري رحمه الله. بيد صعوبة في استخلاص الدروس بيد صعوبة في استخلاص الدروس والعبر المستفادة من سيرة أم سلمة رضى الله عنها والإمام البخاري 	والعبر المستفادة من سيرة أم سلمة	 پستطيع الاستدلال بدقة على سمات ومعيزات منهج الرسول صلى الله عليه وسلم في بداء الفرد و الجماعة. پستطيع استخدام منهج اللّبيّ صلى الله عليه وسلم، و اساليه في الدعوة إلى الله بالحكمة و الموعظة الحسنة و الحوار الإيجابي بشكل متقن. پستطيع التحدث بدقة عن سيرة ام سلمة رضي الله عنها و الإمام البخاري بستخلص بدقة الدروس و العبر پستخلص بدقة الدروس و العبر بستخلص بدقة الدروس و العبر عنها و الإمام البخاري رحمه الله.
الهوية والقضايا المعاصرة يظهر الطالب 1.1.6 اعترازه بشخصيته و هويته ووطنه وتقديره لتراثه وثقافته، والترامه بثوابه وعادته، وتقليده. يظهر الطالب فيما 1.2.6 القضايا والتحديات المعاصرة وقدرة على تحليلها والجاد خلول لها معتمدا على المبادئ	 - يُفسر بشكل جزئي مبادئ الثقافة الإسلامية، ويوضتح دوره بكلام عام وغير محدد، ولا يستطيع وضع تصور لحماية ثقافته. يترك مجموعة متن ألق القضايا العالمية في القرن الحادي والعشرين والتي تؤثر بشكل مباشر على المسلمين. 	 → يُفسر مبادئ الثقافة الإسلامية، ويدرك دوره في الحقاظ على ثقافته، لكنه يجد صعوبة في تحديد التحديات المستقبلية التي تهددها. يصف مجموعة منتوعة من القضايا العالمية في القرن الحادي والعشرين والتي تؤثر بشكل مباشر على المسلمين، ولكنه لا يتمكن من تكوين نماذج ليُطبق عليها المبادئ والاحكام. 	 → - يُفسر مبادئ الثقافة الإسلامية، ويدرك دوره في الحفاظ على ثقافته، لكنّه يجد صعوبة في تحديد التحتيات المستقبلية التي تهددها. بصف مجموعة متنوعة من القضايا → العالمزة في القرن الحادي والعشرين والتي توثّر بشكل مباشر على المعلمين، ولكنّه لا يتمكن من تكوين نماذج للّمِطتق عليها المبادئ والاحكام. 	 يفسر مبادئ الثقافة الإسلامية، ويدرك دوره في الحفاظ على ثقافته، ويُجدد التحديات المستقبلية التي تهددها، ويضع خطة لها، مع وجود أخطاء. يكون عددًا من النماذج التي تظهر . قدرته على تطبيق المبادئ والأحكام الإسلامية والثوابت الاجتماعية والوطنية، مع وجود أخطاء بين الفيئة والأخرى. 	 - يُقسَر مبادئ الثقافة الإسلامية بدقة، ويحدد دوره في الحفاظ على ثقافته، ويجدول التحديات المستقبلية التي تهددها، ويضع مشروعا شاملا لحمايتها. بكون عددا من النماذج التي تظهر • قدرته على تطبيق المبادئ والأحكام الإسلامية والثوابت الاجتماعية بنجاح، ويصنفها



الصف 13 خطة التربية الإسلامية

Year 13 Curriculum: Islamic (Native)

	ماذا سأتحم؟	سوال تطيمي کبير	أهداف التطر	كيف سأتطم هذا؟	لماذا سأتعلم هذا؟	الريط يالمواد الأخرى	تتمام القائم على المشروع (قراءة أوسع / مزيد من الإستكشاف	مهازات التطم
الترم الأوليات الأخلام المراد المحلم من الجراد المحلم من الجراد المحلم من الجراد المحلم من الجراد المحلم ا	هذا الفسل يقرأ ويجلل السورة وأنواعدها ، ويستكلف الحديث ويدلالة يعمن الأعمال الهامة في الأعمال الهامة في كتاب الوزارة الوحدة 1 و 2	كيف تحسى نفسك من أهرات الإلكارولية؟ الأمير التابع الإلكارولية؟ الأمير التابع معاملة الإلى بقسوة منا القبل ومقاطرة بتحملة الإلى ومقاطرة بتحملة الالتاب والتقار الأمراض التناكة يكلف القصاد البلاد تتوفير العلاج والرعاية ، الكامر من المثل والجهد لتوفير العلاج والرعاية ، الكامر التابع المال والجهد الوعي على وسائل الإعلام.	"بينين الاثار المترتبة على الزنا. "بينتج معنى اللعان والحكمة منه. "بينتج معنى اللعان والحكمة منه. "بينال على اهمية السنن الربائية القرد والمجتمع المين الربائية القرد والمجتمع الرسح موقف الإسلام من التطرف. "بيرسح مجالات المسوولية الفردية والجماعية. "بيطا مشرو عبة الخلع والقريق بالر القاسى. "بينال بالمحكمة من القراق بين الزوجين. "بينتا بالحداث من السيرة على حرص الرسول على بناء مجتمع متصابك. "بربط بين السلم المجتمعي وتطور الدولة المسلمة. "بين أهمية الخدمة الوطنية القرد والمجتمع.	منتعام من خلال فراءه وتحليل واستكلاف وربط تعليم الإسلام المقام المغفى والاخرة التغيم من أجل العام. النكرة الشغوية التغيم من أجل العام. النكرة الشغوية موضوع ووحدة اختبارات قصيرة ، السبخة ، تعيين مشروع قاعدة البحث. البحث. كل البوع شغوي (سورة واحدة كل البوع شغوي (سورة واحدة التغيم المهائي، التغييم الشغيي الدهائي المناب في تطوير وتحليل معيز وزارة التربية والتعليم / هيئة المعرفة والتعليم / هيئة معرفة والتعليم / هيئة	قراءة وحفظ السور القرائية وكالله تحديد والأحاديث وتحليها. الإسلام "كف يمكن أن يدعمك ويسمح لك ويسمح لك والإيداعي	هذا يبنى على معرفتك الحلية بمختلف السور والمعايير من السف 12 الشفة 12 العربية: الإسلامية واللغة العربية: اللغة العربية الإسلامية واللغة العربية ممان ودلالات معان ودلالات الشفية والتغريخ والجغرافيا: الشربية الإسلامية والتغريخ والجغرافيا: عطمة المثن عز وجل المتمام المومن عندما دعاء التراث الشار والشام المعرف عند جوانب الشار والشلل عطمة المثن عز وجل المتمام المومن عندما دعاء التراث الشار من المتحدة على المغر والبحث والنظر، وهي دعوة التراث التي تحت على المغر والبحث والنظر، وهي دعوة من المتحدة التي البي الانتشام المتراث الله فيه الشربية الإسلامية والتكنولوجيا: التي المعرفة والمهارة من خلال البحد والاستقصاء وجمع المعلومات.	تقییدات مستمره فی نهایه خط اسوره و وحده مستوگ اسوره القرانیة حسب الأمبوع و رحمیانیا فی التحدیث الأمبوع و رحمیانیا فی التحدیث مشروع بحث فی الأمبیاه و قطیعید مواصلهٔ العمل علی التحدیث الامبیاه و قطیعید الامباری الامباری و المحاییر (القران و الحدیث و المحاییر الامباری الامبا	العسف الذهبي التعكو الإيداعي الإيداعي الربط بالواقع الأخرى الربط بالواقع الربط بالواقعة الربط بالواقية المستكلات المستكلات الشتاء الشعاولي التعاولي
الترم الثاني: 1- حديث الإقاء علة و عرة (التراق لكريم) 2- لمنيح التري في الرعاية المسية (السيث التريف و عورت) 3- التكر الإداعي في الإسلام (المثلة الإستام) 4- النيرع السرمة (أمكام الإسلام وماسيما) 5- النيخة فابلمة بنت ميارك رحمها الله . (الشعميات)	هذا الفصل يقرأ ويحلل السورة وقراعدها ، ويستكشف المحيث ، ودلالة بعض الإسلام الإسلام كتاب الوزارة الوحدة 3 و 4	لماذا هذاك بحض المبيعات محرمة في الإسلام؟ استثل على ذلك من القرآن والمحنيث. الريط بنولة الإمارات: تسييل التواسل بين أقراد المجتمع وتقريبهم من خلال أو استر المحنة والأخوة.	"بستنج بعض أحكام الأبات الكريمة. "بين الآثار فسليية للسائمات على القرد والمجتمع "بينت الآثار فسليية للسائمات على القرد والمجتمع "بينتج المباب انتشار الأمراض رعم تقدم علوم "بينتج المباب التي تعين على الإبداع "بينل على مهارات التكور الإبداعي عند المسلمين "بينل بعض البيوع المحرمة "بين بعض البيوع المحرمة والموضح مطات وجوانب المخصية التيليخة فاللمة وسيرتها الذائبة . "بين الأثاناب التي حصلت عليها.	منتطع من خلال قراءة وتحليل واستكشف وربط تعليم الإسلام التغييم من أجل التطبر التلاوة الشغوية بالتغييم من أجل التطبر التلاوة الشغوية موضوع ورحدة المثابرات قصيرة ، المصفية ، تعيين مشروع قاعدة التحشر المسابقة على التغييم الشغيم التهامي التقييم الشغيم التهامي وراوزة التربية والشخيم إلا معيار ورازة التربية والشخيم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	قراءة وحفظ السور القرائية وكتلك تحديد والاحاليث ورتحتيها, الإسلام "كيف يمكن أن يدعمك ويسمح لك والإنداعي	هذا بيني على معرفتك الجالية بمختلف المعلييز والسور من الترم 1. الترم 1. التربية الإسلامية والثغة العربية: اللغة العربية منز وردية لقيم كذاب الله تعلى بما فيه من معان ودلالات اللغة الإسلامية والتاريخ والبخرافي: التربية الإسلامية والتاريخ والبخرافي: وتعلى ممان براستها والتعمق فيها للوقوف عند جوالب علمة الممان عز وجل اهتمام الدومن عندما دعاء الله الى التربية الإسلامية والعلوم: الإباث التي تحت على العلم والبحث والنظر، وهي دعوة الأباث للم تحت على العلم والبحث والنظر، وهي دعوة من مخلوفات النس الدين الدينة الإسلامية والتكلوفوجية: من مخلوفات النس الدينة الإسلامية والتكلوفوجية: التربية الإسلامية والتكلوفوجية:	تفريمات مستمرة في نهاية حكم موضوع ووحدة مستوك ، 2 لعابيت في مستوك ، 2 لعابيت في الأستوع وتحميلها في المستوي مشروع بحث قصير اللاحق من لعلمهم والسرة النبوية مواسلة العمل على التعليم والموارد النبوية المعراج من الإسلامي التحديث المعراج المع	الحسف الدخي الإنجاعي الإنجاعي الربط بالواقع الأخرى الربط بالولية الربط بالولية الربط بالولية المشكلات التكافر اللاف

Thernational State of the State

Year 13 Curriculum: Islamic (Native) الصف 13 خطة التربية الإسلامية

	ماذا سأتعلم؟	سؤال تطيمي كبير	أهداف التعلم	كيف سأتخم هذا؟	لماذا سأتطم هذا؟	الربط بالمواد الأغرى	التعلم الققم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهازات اللطم
الترم الأول:- 1:- التواصل الاجتماعي سلوك وآداب. (القرآن 2:- الطاعة والامتثال طريق الإيمان. (القرآن 3:- التسامح مع المخالفين في العقيدة. 4:- آداب الإسلام في الروى والأحلام. (اداب الإسلام) الروى والأحلام. (اداب في الإسلام) في الإسلام ومقاصدها) في الإسلام ومقاصدها) علم الشيخ زايد بن الشخصيات)	هذا الفصل يقرأ ويحلل وقواعدها ، ويستكشف ودلالة الأعصال الأعصال الإسلام. الهامة في كتاب الوزارة 6	كيف يقوم تعليم الشخصيات والانبياء بدعم الحياة؟ الحياة؟ الإمارات: الإمارات: المعنية على من ينشر شاتعات من المختوب أو بالمصلحة مؤمسات معينة العامة للدولة وفرض عقوبة الجريمة.	*بعدد التدابير الوقائية من جريمة الزنا. *بيبن ضوابط دخول بيوت للخرين. *يقارن بين موقف المنافق وموقف ورسوله. *بيبن موقف الإسلام من إختلاف بين العقيدة. *بنكر مظاهر التسامح مع المخالفين في العقيدة. *يوضح الأسباب التي تؤدي إلى المحتلفة. المحتلفة. *يوضح الإسباب التي تؤدي إلى المحتلفة. *يوضح الإسباب التي تؤدي إلى المحتلفة. *يوضح السباب التي تؤدي إلى المحتلفة. *يوضح السبا الرؤى. *يوضح بين الحلم والرؤيا. *يوضح أسس النظام الاقتصادي في الإسلام. *يبين رؤية الشيخ زايد في بناء زايد (رحمه الله) *يوضح جهود الشيخ زايد في بناء المجتمع الإماراتي. *يوضح جهود الشيخ زايد في بناء خدمة الإسلام.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التقييم من أجل التعلم: التشوية كل موضوع ووحدة. في نهاية كل موضوع ووحدة. فعل المزملاء والنقاشات الصقية التقييم النهائي: التقييم الشفهي النهائي: التقييم الشفهي فعالية الطلاب في تطوير وتحليل معيار وزارة التربية وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية وذاتي.	- قراءة وحفظ السور القرانية القرانية تحديد وكذلك السور والأحاديث فهم وربط فهم وربط أن يدعمك أن يدعمك التقكير والإبداعي.	هذا يبني على معرفتك الحالية معرفتك الحالية والسور من الترم 2. التربية الإسلامية واللغة العربية: العربية ضرورية لفيم معان ودلالات معان ودلالات معان ودلالات معان والمناهية والتازيخ معان والملامية والتازيخ معان والمناه، فقد جعلها الله مسحلة وتعلى محل والسماء، فقد جعلها الله مسحلة وتعلى محل التربية الإسلامية والعوم: النظر والتمل المقمام التربية الإسلامية والعلوم: الأبات التي تحث على العلم التربية الإسلامية والعلوم: الأبات التي تحث على العلم التربية الإسلامية والعلوم: الأبات التي تحث على العلم التربية الإسلامية والعلوم: الشربية الإسلامية التربية الإسلامية التربية الإسلامية والنعار، وهي دعوة التربية الإسلامية التربية الإسلامية والنعارة من خلال البحث والنعام المعرفة والمعلومات.	تقييمات مستمرة في نهاية كل موضوع حدة. ووحدة. حفظ السورة القرآنية وتحميلها في قناتك. حفظ السورة القرآنية حسب مستواك ، 2 حفظ السورة القرآنية أحاديث في الأمبوع وتحميلها في قناتك. تخصيص مشروع وتعليمهم عن الأنبياء بحث قصير اللحقق من وتعليمهم. التعليم الإسلامي والحديث والمعابير الإسلامية الأخرى	العصف الذهني الذهني الإبداعي الربط بالواقع الأخرى الربط بالوثيقة الوطنية حل المشكلات التغكير الناقد



Year 13 Success Criteria: Islamic (Native) 13 للصف 13 كالعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى (1-	العمل نحو المستوى (3-	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات)8 - 9)
	(2	(4			
الوحي الإلهي (القرآن الكريم –	القهم المحدود أو 💠	بعض الفهم 🌣	- يقرأ السور القرآنية المتضمنة في 💠	- يسمع السور القرآنية المتضمنة 🌣	يسمع بدقة السور القرانية المتضمنة في ي
الحديث الشريف)	غير الدقيق	للايات القرانية	المنهج بنجاح جزني.	في المنهج بشكل صحيح في	المنهج.
التلاوة - الحفظ - التحليل	للايات القرآنية	ونصوص	- يربط معاني الأيات بالأخطاء من *	معظم الأوقات.	
التادوة – الكفط - التكليل	والأحاديث	الأحاديث مع		the state of the little	- يفسر بدقة المعاني العامة لايات السور ٠٠ القر أنية المتضمنة في المنهج.
يظهر الطالب حفظًا متقنًا 3.1.1	الشريفة لكنه	القدرة على انتقاء	وقت لأخر.	- يفسر بنجاح معاني آيات سور ❖	القرائية المنصمنة في المنهج.
للقر أن الكريم ومعرفة بمعاتبة وعلومه وتطبيقا لأحكامه.	يجد صعوبة في	The state of the s	- يطبق جزئياً أحكام التلاوة والتجويد.	القرآن المتضمنة في المنهج.	- يطبق بدقة قواعد التلاوة والتجويد. 💠
و علومه وتطبيقًا لأحكامه.	الربطيين	Control of the contro		- كثيرًا ما تطبق أحكام التلاوة 💠	
State of the state	معانى الايات		 يحدد بشكل جزئي أوجه الاختلاف * 	117-11	- يحدد بدقة الفروق بين أنواع التفسير . 💠
3.2.1 يظهر الطالب معرفة	,	بعض الوعلي الها	بين أنواع التفسير .	and the second second	- يستنتج بشكل موسع السنن الشرطية في 💠
بمكانة السنة النبوية من التشريع		بالسياقات ذات	- يستنتج بشكل جزئي السنن الشرطية 🔹	- يحدد بدقة غالبًا أوجه من 💠	السنة النبوية.
وفهما لعلومها وتقديرا لجهود		الصلة.	في السنة النبوية.	الاختلاف بين أنواع التفسير.	
العلماء في تدوينها.				- يستنتج بشكل تام السنن الشرطية •	- يصف بدقة هدى الرسول في الرعاية 💠
2000 to 1000 to 1000			- يصف بشكل جزئي هدي النبي في 💠	في السنة النبوية.	الصحية.
			الرعاية الصحية.	عي نسب سبوپ.	
				- يصف بنجاح هدي النبي في 💠	
				الرعاية الصحية.	
العقيدة الإسلامية	- يحدد الأفكار 🌣	- يناقش الأفكار 🌣	 يناقش الأفكار والحجج والشبهات 	- يناقش الأفكار والحجج ٠٠	
	والشبهات التي		التى يتذرع بها المتطرفون والمتشددون	والشبهات التي يتذرع بها	
التعرف والاستكشاف والتحليل	يتذرع بها	AV 200 AVE	في تكفير المسلمين المخالفين ويُنفدها.	المتطرفون والمتشددون في تكفير	
يحلل الطالب نصوصاً 4.1.2	المتطرفون			المسلمين المخالفين ويُنفدها.	
شرعيًا في مجال العقيدة الإسلامية.	والمتشددون في	0.0000 100		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	تكفير المسلمين	(1900) (1900)			
يظهر الطالب وعيًا بمنهجية 2.1.2	المخالفين	والمستدون في المسلمين			
الإسلام في بناء العقل المسلم		100 M			
وتطبيقها في مجال التفكير الناقد	ويُنقدها.	1 1000000000000000000000000000000000000			
الإبداعي.		ويُنفدها			
الإبداعي.					



Year 13 Success Criteria: Islamic (Native) 13 للصف 13 كالعام النجاح للصف 13 كالعام النجاح المعاليين النجاح للصف

-1-th 1-	(0.4) - 1 - 1 - 1	(4.2)	(F) - N 1 - N	(7.6) at 5.6) at 1.1.1.1.	(O O) at stall to a like to be to be
معابير 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 وأدابه	يوضح بشكل محدود 💠		- يوضح بشكل جزئي جوالب المسؤولية 💠	- يوضح بشكل تام جوانب 💠	- يوضح بشكل موسع جوانب المسؤولية الفردية ٠
اشرح واربط واستقصى	جواتب المسؤولية الفردية	المسؤولية الفردية والجماعية في	الفردية والجماعية في الإسلام.	المسؤولية الفردية والجماعية في	والجماعية في الإسلام.
The Francisco State of Table	والجماعية في الإسلام.	الإسلام.		الإسلام.	
يظهر الطالب فهذا 1.1.3	NA TREE IN IN TREE		65 Vi 650 Vigan (460 Vi		10 10 Value para 1000 000
وتمثلا لقيم الإسلام الفردية	- يحاول إعداد بحث حول ي	40.00 ADV 2004	- يعد بنجاح بحثًا حول أهمية التسامح 💠	ter de dance victor in	- يعد بنجاح بحثًا مكثف حول أهمية التسامح 💠
والجماعية في سلوكه.	أهموة التمدامح والتعايش	- بعد بنجاح بحثًا حول أهمية 💠	والتعابش السلمي مع المخالفين في العقيدة مع	- بعد بنجاح بحثًا تام حول أهمية 💠	- يعد بنجاح بحثًا مكانف حول أهمية التسامح • والتعايش السلمي مع المخالفين في العقيدة.
AC SH WARRED MARK	السلمي مع المخالفين في	التسامح والتعايش السلمي مع	وجود أخطاء	التسامح والتعايش السلمي مع	
DESCRIPTION OF THE PROPERTY OF	العقيدة مع وجود أخطاء	المخالفين في العقيدة مع وجود		المخالفين في العقيدة.	- يصمم بنجاح تام عرضا حول أداب الإسلام في .
يظهر الطالب فهمًا 1,2,3	متكررة.	أخطاه.	- يصمم عرضنا حول أداب الإسلام في الرؤى ٠		الروى والأحلام موضخا أهمية الالتزام بها
وتطبيقا لأداب الإسلام.	5,7981	***	والأحلام مع وجود أخطاء.	- يصمم عرضنا حول أداب الإسلام ٠	1200000000 DC 12000000000000000000000000000000000000
9-2-17 (0.0000) (11/0.00-0.00) (0.000 0.00)	- يحاول تصميم عرض 💠	- يصمم عرضنا حول آداب 💠		في الرؤى والأحلام.	
	حول أداب الإمبلام في	الإسلام في الروى والأحلام مع		A	
	الرؤى والأحلام مع وجود	وجود أخطاء			
	الخطاء متكررة	Annual Park			
أحكام الإسلام ومقاصدها	- تادرًا ما يربط بين أحكام •	- بربط بشكل سطحي بين أحكام 🌣	- يربط بشكل سطحي بين أحكام الفراق بين 💠	- يربط بشكل عميق وتام بين أحكام ا	- يربط بشكل موسع بين أحكام القراق بين 💠
	الغراق بين الزوجين في	الفراق بين الزوجين في ومقاصدها	الزوجين في ومقاصدها الشرعية.		الزوجين في ومقاصدها الشرعية.
وصف - تصنيف - استنتاج	ومقاصدها الشرعية.	الشرعية.		الشرعية.	- يير هن بشكل موسع وبدقة على تحريم بعض 💠
يظهر الطالب معرفة 3.1.4	- بير هن بشكل غير 💠	- بير هن بشكل جزئي على تحريم 💠	البيوع وأثر ها في المجتمع.	- بير هن بشكل تام وصحيح على ١	البيوع واثر ها في المجتمع.
بفقه العبادات ويؤديها بطرقة	صحيح على تحريم بعض	بعض البيوع وأثر ها في المجتمع.			يحلل بشكل ثام وصحيح الأسس والمبادئ التي ي
صحيحة.	البيوع وأثرها في	يحلل بشكل جزني معظم الأسس ١		المجتمع.	يقوم عليها النظام الاقتصادي في الإسلام .
	المجتمع.	والمبادئ التي يقوم عليها النظام		يحلل بشكل صحيح معظم الأسس *	- يربط بشكل عميق بين الضرورات الخمس وفقه ي
يظهر الطالب معرفة 1.3.4	يحلل بشكل غير صحيح ۞	الاقتصادي في الإسلام .	10 00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	والمبادئ التي يقوم عليها النظام	الأولويات والموازنات موضخا نلك بالأمثلة.
وفهمًا لقواعد الأحكام الشرعية.	الأمس والمبادئ التي يقوم	- بريط بشكل سطحي بين 💠	وفقه الأولويات والموازنات.		
	عليها النظام الاقتصادي	الضرورات الخمس وفقه		- يربط بشكل موسع بين 💠	1,130,000
	في الإسلام .	الأولويات والموازنات.		The state of the s	
	سي ام سدم . - نادرا ما بربط بين 💠	- يميز بشكل جزئي بين الاتباع •	.,,,,,	والموازنات.	
	الضرورات الخمس وفقه	د پخیر بستن جرسی بین ارتباع می والتقلید مع وجود أخطاء.		والصوارف. - يميز بشكل تام ودقيق بين الاتباع ٠	
		والتقلود مع وجود المصاء,		- پخور پستان دم و دموی بیان ۱ دستان ب	
	الأولوبات والموازنات.			والتقليد	
	- يميز بشكل سطحي بين 🌣				
	الاتباع والتقليد.				



Year 13 Success Criteria: Islamic (Native) 13 للصف 13 كالعد معايير النجاح للصف 13 كالعد معايير النجاح

معايير التجاح	العمل دون المستوى(1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (8-7)	العمل بشكل ملحوظ فوق مستوى التوقعات)8
المنورة النبوية والشخصيات وتستخلص الطالب معرفة 4.1.5 وتاسيًا بشخصية الرسول حيث إنه النموذج الكامل والأسوة الحسنة في حوانب الحياة الإنسانية كافة. ينظير الطالب معرفة 12.5 واقتداء بشخصيات إسلامية بارزة لها في خدمة الإسلام والمسلمين.	 پستطیع بشکل محدود نکر رحمة الزسول صلی الله علیه وسلم وصورها ومجالاتها. پستطیع سرد سیرة أم الإمارات فاطمة ینت مبارك، مع وجود خلط و اخطاء پستطیع سرد شخصیة الشیخ زاید بن سلطان رحمه الله، مع وجود اخطاء متکررة و بنردد. لا پستطیع استخلاص الدروس و العبر المستفادة من سیرة أم الإمارات فاطمة بنت مبارك و الشیخ زاید بن سلطان رحمه الله. 	 پستطيع أن يُعدَّ تقريزا بِذكر من خلاله رحمة الرسول صلى الله عليه وسلم وصور ها ومجالاتها، مع وجود أخطاء بسيطة. پستطيع التحدث بشكل جزني عن دور الإملام. پستطيع التحدث بشكل جزني عن الإسلام. پستطيع التحدث بشكل جزني عن شخصية الشيخ زايد بن سلطان رحمه الله. پجد صعوبة في استخلاص الدروس پادر والعير المستفادة من سيرة أم الإمارات فاطمة بنت مبارك والشيخ زايد بن سلطان رحمه الله. فاطمة بنت مبارك والشيخ زايد بن سلطان رحمه الله. 	 ◄ - يستطيع أن يُعدَّ تقريرًا يذكر من خلاله رحمة الرسول صلى الله عليه وسلم وصور ها ومجالاتها، مع وجود أخطاء بسيطة. ❖ يستطيع التحدث بشكل جزئي عن في خدمة الإسلام. ❖ يستطيع التحدث بشكل جزئي عن في خدمة الإسلام. ❖ يستطيع التحدث بشكل جزئي عن شخصية الثبيغ زايد بن سلطان بحد صعوية في استخلاص ❖ رحمه الله. أم الإمارات فاطمة بنت مبارك أم الإمارات فاطمة بنت مبارك والشيغ زايد بن سلطان ميرة 	 پستطيع أن يُعد تقرير أ يذكر من خلاله رحمة الرسول صلى الله عليه وسلم وصور ها ومجالاتها بنجاح. لإمار الله فلمنة بنت مبارك في خدمة الإسلام. يستطيع التحدث بنجاح عن شخصية الشيخ زايد بن سلطان رحمه الله. يستطيع استخلاص بعض ♦ الدروس والعبر المستفادة من سيرة أم الإمار الت فاطمة بنت مبارك والشيخ زايد بن سلطان مبارك والشيخ زايد بن سلطان 	- في ستطيع بشكل متقن إعداد ورقة بحثية استضائية عن رحمة الرسول صلى الله عليه وسلم وصورها ومجالاتها. وسمتم بدقة عرضا بالوسائط المتعددة حول إنجاز الله الإمارات فاطمة بنت مبارك. والمع شخصية الثبيخ زايد بن سلطان رحمه الله. والمستفادة من سيرة أم الإمارات فاطمة بنت مبارك والثبيخ زايد بن سلطان رحمه الله. سلطان
اليوية والقضايا المعاصرة بظهر المثالب اعترازه 1.1.6 بشخصيته وهويته ووطنه وتقديره لتراثه و تقافته والترامه بثوابه وعادته وتقاليده. يظهر الطالب فهما القضايا 1.2.6 والتحديات المعاصرة وقدرة على تحليلها وإيجاد حلول لها معتمدا على المبادئ والحكام الإسلامية	 يُفسر بشكل جزئي مبادئ الهوية والخدمة الوطنية، ويوضح دوره فيها بشكل عام، ولا يستطيع وضع تصور لحماية هويته. يدرك مجموعة متنوعة من القضايا العالمية (العولمة، الاتصال، اقتصاد المعرفة) في القرن الحادي والعشرين والتي تؤثر بشكل مباشر على المسلمين في الدول المجاورة. 	 يُفسر مبادئ الهويّة والخدمة الوطنيّة، ويُوضِّح دوره فيها، لكنّه يجد صعوبة في كشف التّحدّيات المستقبليّة التي تهدّد الهويّة ولوطنيّة. يصف مجموعة مننوعة من القضايا العالميّة في القرن الحادي والعشرين والتي تؤيَّر بشكل مباشر على المسلمين في الدول المجاورة، ولكنّه لا يتمكن من تكوين نماذج الإطبيق عليها المبادئ، والأحكام الإسلاميّة ، والتوايت الاجتماعيّة عوالوطنيّة. 	 يُفسر مبادئ الهويّة والخدمة الوطنيّة، ويُوضِح دوره فيها، لكنّه بجد صعوبة في كشف التّحدّيات المستقبليّة التي تهدّد الهويّة لوطنيّة يصف مجموعة متنوّعة من القضايا العالميّة في القرن الحادي والعشرين والتي توثّر بشكل مباشر على المسلمين في الدول المجاورة، ولكنّه لا يتمكّن من تكوين نماذج ليُطنق عليها المبادئ، والأحكام الإسلاميّة والتّوابت الاجتماعيّة، والوطنيّة, 	يُحدُّد التحدَّيات المستقبليّة التي تهدّد الهويّة الوطنيّة، ويُوضِح دور الخدمة الوطنيّة، في حمايتها، ويقترح خطة، مع وجود أخطاء. • يُكوّن عدا من النماذج التي تظهر قدرته على تطبيق المبادئ والأحكام الإسلاميّة الشوائت والأحكام الإسلاميّة والثوابت الاجتماعيّة، ويقارن الغينة والأخرى.	 يُفسر مبادئ الهويّة والخدمة الوطنيّة بدقة، ويُحدّد دوره في الحفاظ على هويّته، ويُحدّد التحدّيات المستقبليّة التي تهدّدها، ويضع مشروعًا شاملًا لحمايتها يُكون عددًا من النماذج التي تظهر قدرته على تطبيق المبدئ والأحكام الإسلاميّة والثوابت الاجتماعيّة والوطنيّة ينجاح، ويُحلُّل أبعادها بدقة.

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 12 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 Skill
Term 1: Surah al Ahzab (1-8): Steadfastness to Truth. (The Holy Qur'an and its sciences) The Qur'an and Scientific Miracles (The Holy Qur'an and its Sciences) Aql and Naql (Reason and Revelation). (faith mentality) Abstinence (Isti'faaf) (Islamic values) Financial Contracts of Islam (Islamic Provisions and Their Objectives) Planning Milestones in the Prophet's Seerah. (Biography of the Prophet) The Arabic Language and Culture National Identity and 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 concern of the UAE for orphans and the establishment of institutions for their care as well as attention to the families of martyrs in providing them help and support	 ♣ To recite and analyse the meaning of Surat Al Ahzab ♣ To describe and explain Islam's view of challenging the human mind. ♣ To deduces the effect of abstinence on the individual and society. ♣ Explains the meanings contained in the noble verses. ♣ Identify the meaning of miracles and scientific miracles. ♣ Explains the benefits of miracles and scientific experiments. ♣ Explains the Islamic view of challenging the human mind. ♣ Explore the goals of challenging the human mind. ♠ Explore the goals of challenging the human mind. ♠ Explains the reasons for the mind's lack of transmission. ♠ Identify the meaning of istifaf. ♠ Explains the impact of abstinence on the individual and society. ♠ Explains the importance of regulating financial contracts. ♠ Determines the elements and terms of financial contracts. ♠ Explains the philosophy on which Islamic planning is based. ♠ Explore the importance of planning in the lives of individuals and communities. ♠ Explore the importance of planning in the lives of individuals and communities. ♠ Identify the characteristics of Arab and Islamic cultures. ♠ Explains the efforts of the United Arab Emirates to protect the Arabic language. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Orgoing 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 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" 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 11. This builds towards deeper knowledge and understanding about traching of islam and Prophets. This provides an opportunity for comboration between history, Geography, Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and indepth 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 versus 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 Allam. 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 12 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
Surah al Ahzab (9–20) The Battle of the Confederates (The Holy Qur'an and its Sciences) Hadeeth: Authentic, Good, and Weak (The Noble Hadith and its Sciences) Shura, consultation, in Islam (Islamic values) Islam's approach to building the family (Islamic provisions and objectives) Umm Salamah (R.A.) (biography and personalities) Sustainability in Islamic Methodology (Contemporary Issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in sistem. Ministry book Usis 3 & 4	How having a knowledge of Hadeeth. and its types can make you better Muslims? UAE Link: Opportunity to explore the importance of family building in islam?	 Deduces some of the meanings of the noble verses. Explains the meanings contained in the noble verses. Analyse and explain the cause, event, leaders, and conclusion of battle of Al ahzab. To explore the types, importance and effects of types of Hadeeth. Clarifies the difference between authentic, hasan, and weak hadith. Explain the dangers of spreading the fabricated hadith to individuals and society. Describe the meaning of Shura. Explain the benefits and areas of shura. Explain the functions of the family in islam. Identify the foundations of building a family. Explain and enlist of sources of Islamic shura. Infer the importance and ways Ethical advice and Instructions. Analyse and explain the importance, effect and field of Shura (consultation in Islam) Explain the biography and teachings of Umm Salamah. Describe the status of women in Islam. Identify and describe the importance of sustainability in methodology Discovers the efforts of the UAE in the field of sustainability. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning. Oral recitation, Orgoing 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/KNDA in objective and subjective format.	Recite and memorise the surah from Aut ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Silam* How it can support you and allow you to think critically and deeply.	This builds an your existing knowledge about various standard and surah from terms. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography, 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 indicates and 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 faws of the wolvers 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 12 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 3 Surah al-Ahzab (21- 27) Emulating Allah's Messenger (the Holy Qur'an and its sciences) Mutawatir and Ahad (the Noble Hadith and its sciences) Equity in Islam (Etiquette of Islam) The Prohibited Degrees of Female Relations—Al Muharramaat (Provisions of Islam and Their Objectives) Imam Bukhari (Biography and Personalities)	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	What are the etiquette of entering any one house? Do you think is there any different rules of Prophet house? Link to the UAE: Explore the opportunity of thinking in Islam and social network	 Recite and explore the surah Al Ahzab and its meaning. Explains the meanings contained in the noble verses. Recognise and describe the meaning, importance and effects of social control. Compare frequent hadiths with single hadiths. Explain the types of single hadith. Identify the equity of Islam. Explains the areas and benefits of equity in Islam. Identify the meaning of al-Muhrammat. Explains the wisdom behind prohibiting marriage to some women. Describe the reason why prohibitions are determined according to the woman's condition. Explain the biography and teachings of Imam Bukhari. Explore the approach and lessons from the life of Imam Bukhari. 	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 term 2. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography. 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 indepth 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 Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 12 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. Compares partially between the types of scientific miracles in the holy Quran. identifies partially the types of hadith by acceptance, rejection, correctness and weakness.	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. Compares often between the types of scientific miracles in the holy Quran. Identifies successfully the types of hadith by acceptance, rejection, correctness and weakness.	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. - Compares extensively between the types of scientific miracles in the holy Quran. Identifies accurately the types of hadith by acceptance, rejection, correctness and weakness.
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 examples of divine speech to humans through its characteristics and fields with some errors. 	 Analyzes examples of the divine speech to the human through its characteristics and fields, trying to reach a conclusion on the universality of the Islamic Creed. 	 Analyzes deeply examples of the divine speech to the human through its characteristics and fields, concluding the universality of the Islamic Creed
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 approach of islam for avoiding the unlawful acts. - Summarizes partially the positive impacts of mutual consultation on the individual and society. - Proves partially the necessity to comply with moral equity in saying and action. - Designs a presentation with multimedia on the morals of dialogue with errors. - Explains partially the morals of using electronic means of communication.	- Explains completely the approach of Islam for avoiding the unlawful acts. - Summarizes correctly most of the positive impacts of mutual consultation on the individual and society. - Proves completely the necessity to comply with moral equity in saying and action. - Designs successfully a presentation with multimedia on the morals of dialogue. - Explains completely the morals of using electronic means of communication.	- Explains extensively the approach of Islam for avoiding the unlawful acts. - Summarizes completely and correctly the positive impacts of mutual consultation on the individual and society. - Proves extensively the necessity to comply with moral equity in saying and action. - Designs successfully a presentation with multimedia on the morals of dialogue, explaining the importance of complying with them. - Explains extensively the morals of using electronic means of communication, explaining the importance of complying with them.

Year 12 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		Some understanding of more complex ruling and its purpose. Some ability to describe the Islamic ruling and its purpose.	- Evaluates partially the contemporary financial contracts according to the rulings and provisions of Islam. - Concludes partially the approach of Islam of building the family with errors. - Distinguishes partially between the types of prohibited degrees of female relations. - Explains the major jurisprudence rules and their position in legislation, with errors. - Compares partially the sources of Islamic Sharia.	Evaluates completely and accurately the contemporary financial contracts according to the rulings and provisions of Islam. - Concludes correctly the approach of Islam of building the family. - Distinguishes completely between the types of prohibited degrees of female relations. - Explains completely and accurately the major jurisprudence rules and their position in legislation. - Compares completely and accurately the sources of Islamic Sharia.	- Evaluates completely and accurately the contemporary financial contracts according to the rulings and provisions of Islam, supporting that with evidence. - Concludes completely and correctly the approach of Islam of building the family. - Distinguishes extensively between the types of prohibited degrees of female relations. - Explains extensively the major jurisprudence rules and their position in legislation, explaining that with examples. - Compares extensively the sources of Islamic Sharial explaining that with examples.
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 provide evidence on the characteristics and features of the Prophet approach in building the individual and group, with simple errors. - Tries to use the Prophet approach and some of his ways in the call to Allah. - Can't speak well on the biography of Umm Salama and Imam Al Bukhari. - Finds difficulty to conclude lessons from the biography of Umm Salama and Imam Al Bukhari.	- Can successfully provide evidence on the characteristics and features of the Prophet approach in building the individual and group. - Can use the Prophet approach and ways in the call to Allah with wisdom and good advice and positive dialogue. - Can speak successfully on the biography of Umm Salama and Imam Al Bukhari. - Can conclude some lessons from the biography of Umm Salama and Imam Al Bukhari.	- Can accurately provide evidence on the characteristics and features of the Prophet approach in building the individual and group. - Can use the Prophet approach and ways in the call to Allah with wisdom and good advice and positive dialogue perfectly. - Can speak accurately on the biography of Umm Salama and Imam Al Bukhari. - Concludes accurately some lessons from the biography of Umm Salama and Imam Al Bukhari.
National Identity and Contemporary Issues	Limited ability to understand the national identify and contemporary issues	Simple responses to the national identify and contemporary issues	- Interprets the principles of the Islamic culture and realizes his/her role to keep his/her culture but finds difficulty to identify the future challenges that threatens them. - Describes a various range of the global issues in the 21st century that directly affects the Muslims but can't form forms to apply the principles and provisions to them.	- Interprets the principles of the Islamic culture and realizes his/her role to keep his/her culture, and identifies the future challenges that threatens them, and develops a plan for them, with errors. - Forms several forms that shows that he/she can apply the Islamic principles and provisions and social and national concepts, from time to time.	Interprets accurately the principles of the Islamic culture and identifies his/her role to keep his/her culture, and schedules the future challenges that threatens them, and develops a comprehensive project to protect them. Forms several forms that shows that he/she can apply the Islamic principles and provisions and social and national concepts successfully and classifies them.

Year 13 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: Methods Protecting Society Against Moral Crimes: Surah An- Noor. (The Holy Quran) Divine Laws – Sunan Rabbaniyyah(The Noble Hadith and its Sciences) Extremism. (faith mentality) Responsibility in Islam. (Islamic values) Marital Dissolution and Separation from Spouses (Islamic Provisions and Objectives) Allah's Messenger and Social Life (Biography of the Prophet) National service is a Shariah duty and a national requirement. Identity and belonging National Identity and 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: Treating the adulterer with harshness and penalizing him, because the impact and risks of this deed are borne by society, such as the mixing of lineages and the spread of deadly diseases. It costs the country's economy a lot of money and effort to provide treatment and care, as well as campaigns to spread awareness on mass media.	 Recite and analyse the surah an Nur. Identify the consequences and punishment of adultery. Explore the meaning of cursing the bad people's wisdom from Quranic verses. To explain the concept of divine laws (sunan Rabbiniyah) and its categories. Explains the concept of the divine Sunnah and its sections. Demonstrates the importance of divine laws for the individual and society. Identify the meaning of extremism. Explains Islam's position and the effects of extremism. Distinguish between individual and collective responsibility. Clarifies areas of individual responsibility. Explains the legitimacy of divorce and separation by order of the judge. Explore the reasons for separation between spouses. To explain the strategies used by the messengers to strengthen social relation. To connect between social peace and the development of a Muslims state. Explore the positive effects of following the example of the Prophet in the development of the Muslim state. Identify the concept of national service. Describe the importance of national service for 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. 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 13. 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 13 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 2: The Slander Against 'A'ishah (R.A.)—Ifk (The Holy Qur'an) Prophetic Methodology in Health Care (The Nobie Hadith and its Sciences) Creative thinking in Islam (faith and creed) Prohibited Sales (the provisions of Islam and their objectives) Sheikha Fatima Bint Mubarak. Prophet's biography & Personalities	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	Why some sales are prohibited in Islam? Explain with reference of Quran and hadeeth. UAE Link: Facilitating communication between members of the community and bringing them close through the bonds of love and brotherhood.	 ♣ To recite, learn and describe the meaning of surah An Nur. ♣ Enlist the rulings of the noble verses. ♣ Indetntify the importance of health care. ♣ Explain the prophet methodology in health care. ♣ Explore the negative effects of rumors on individuals and society. ♣ Identifies the elements of health in the Sunnah of the Prophet. ♣ Deduces the reasons for the spread of diseases despite the progress of medical science. ♣ To recognise and describe the importance of critical thinking in Islam. ♣ Explore the things that help with creativity. ♣ Demonstrates the creative thinking skills of Muslims. ♣ To identify and describe the types and effects of prohibition sales. ♣ To explore the meaning and importance of fiqh and its purposes. ♣ Explains some forbidden sales. ♣ Explains some forbidden sales. ♣ Explains the qualities and aspects of Sheikha Fatima's personality and her biography. 	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 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 AI 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 13 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 3 Social Media/Interaction: Good Conduct and Manners. (The Holy Quran) Obedience and compliance are the paths to faith (the Holy Qur'an and its sciences). 3: Tolerance toward People of Different Faiths. (faith and creed) The Etiquette of Visions and Dreams in Islam. (Etiquette of Islam) The Islamic Economic System (the provisions of Islam and their objectives) Sheikh Zayed bin Sultan (R.A.) (Biography and characters)	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	How and when important personalities and prophets teaching support Muslims in life? UAE Link: The response of concerned authorities to those who spread rumors that may harm certain persons or institutions or the general welfare of the state and impose a strict penalty of the perpetrator of such crime.	 ❖ Enumerates preventive measures against the crime of adultery. ❖ Explains the controls for entering other people's homes. ❖ Compares the position of the hypocrite with the position of the believer towards the commands of God Almighty and His Messenger. ❖ Explain the position of people's differences in belief in Islam's. ❖ Mentions manifestations of tolerance towards those who differ in faith. ❖ Explains the reasons that lead to differences between people of different faiths. ❖ Differentiates between a dream and a vision. ❖ It deduces the etiquette of visions. ❖ Compares economic systems. ❖ Explains the foundations of the economic system in Islam. ❖ Determines the status of the union in the thought of Sheikh Zayed (R.A.) ❖ Expllian Sheikh Zayed's role and vision in building Emirati society. ❖ Explore Sheikh Zayed's efforts to serve 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 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 term 2. 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. 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 13 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. Identifies partially the differences between the types of interpretation. Concludes partially the conditional traditional practices in prophet sunnah. Describes partially the prophet guidance on health care.	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. Identifies often the differences between the types of interpretation. Concludes completely the conditional traditional practices in prophet sunnah. Describes successfully the prophet guidance on health care.	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. Identifies accurately the differences between the types of interpretation. Concludes extensively the conditional traditional practices in prophet sunnah. Describes accurately the prophet's guidance on health care.
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.	Discusses the ideas and arguments that extremist groups rely on in accusing the Muslims have different opinions of being disbellevers.	Discusses, refutes and replies to the ideas and arguments that extremist groups rely on in accusing the Muslims have different opinions of being disbelievers.	Deeply discusses, refutes and replies to the ideas and arguments that extremist groups rely on in accusing the Muslims have different opinions of being disbelievers.
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 aspects of individual and group responsibility in Islam. Prepares research on the importance of tolerance and peaceful coexistence with people of different doctrine with errors. Designs a presentation on the morals of Islam in visions and dreams with errors.	- Explains completely the aspects of individual and group responsibility in Islam. - Prepares successfully research on the importance of tolerance and peaceful coexistence with people of different doctrine. - Designs a presentation on the morals of Islam in visions and dreams.	Explains extensively the aspects of individual and group responsibility in Islam. Prepares successfully and extensively research on the importance of tolerance and peaceful coexistence with people of different doctrine. Designs successfully a presentation on the morals of Islam In visions and dreams, explaining the importance of complying with them.

Year 13 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	Umited 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 extensively the rules of Jihad in Islam with Sharia controls and purposes, 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 jurisprudence. - Concludes completely and correctly the reasons for the difference of jurisprudence between the four schools of jurisprudence.	- 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.	- 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.
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 prepare a report in which he/she states the Prophet mercy and its forms and fields, with simple errors Can speak partially on the role of the Mother of Emirates, Sheikha Fatima bint Mubarak, in serving Islam Can speak partially on the personality of Sheikh Zayed bin Sultan (May Allah has mercy on him) Finds difficulty to conclude lessons from the biography of the Mother of Emirates, Sheikha Fatima bint Mubarak and Sheikh Zayed bin Sultan (May Allah has mercy on him).].	- Can successfully prepare a report in which he/she states the Prophet mercy and its forms and fields Can speak successfully on the role of the Mother of Emirates, Sheikha Fatima bint Mubarak, in serving Islam Can speak successfully on the personality of Sheikh Zayed bin Sultan (May Allah have mercy on him) Can conclude lessons from the biography of the Mother of Emirates, Sheikha Fatima bint Mubarak and Sheikh Zayed bin Sultan (May Allah has mercy on him).	-Can perfectly prepare a research paper on the Prophet mercy and its forms and fields. - Designs accurately a presentation using multimedia on the achievements of the Mother of Emirates, Sheikha Fatima bint Mubarak. - Analyzes extensively the personality of Sheikh Zayed bin Sultan (May Allah has mercy on him). - Concludes accurately lessons from the biography of the Mother of Emirates, Sheikha Fatima bint Mubarak and Sheikh Zayed bin Sultan (May Allah has mercy on him).
National Identity and Contemporary Issues	Limited ability to understand the national identify and contemporary issues	Simple responses to the national identify and contemporary issues	-interprets the principles of identity and national service but finds difficulty discovering the future challenges that threaten the national identity. - Describes a various range of the global issues in the 21st century that affect directly the Muslims in the neighboring countries, but he/she is unable to form forms to apply the Islamic principles and provisions and social and national concepts to them.	- identifies the future challenges that threaten the national identity and explains the role of the national service and explains the role of the national service in protecting them, and suggests a plan, with errors. - Forms several forms that show his/her ability to apply the Islamic principles and provisions and social and national concepts, and compares them, with errors from time to time.	-interprets accurately the principles of identity and national service and identifies his/her role to keep his identity and classifies the future challenges that threaten it and develops a comprehensive project to protect it. - Forms several forms that shows that he/se can apply the Islamic principles and provisions and social and national concepts successfully and analyzes their dimensions accurately.

Mathematics



Mathematicians at Horizon International School enter KS5 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
Algebra and Functions Progression: P1 Ch1 P1 Ch2 P1 Ch3 P1 Ch4 P2 Ch1 P3 Ch1 P3 Ch1 P3 Ch2 P4 Ch2	These chapters build on the algebraic foundations studied at IGCSE and will introduce you to more advanced techniques to use in order to simplify, manipulate and solve a multitude of algebraic expressions and functions.	To what extent are different types of functions and equations useful for modelling real-life scenarios? Do all equations have a solution? How can you tell the number of solutions an equation has? Are all of the solutions to an equation valid? 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.	Master the basic skills within a topic Understanding concepts Remembering rules and formulae Application of knowledge Repeating	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 and you will be expected to	To solve challenging real-life problems, you will be required make algebraic generalisations, to manipulate expressions, equations, formulae and inequalities accurately, to arrive at solutions and critically consider the validity of these solutions. The methods and techniques studied will serve as the foundation for further studies in many fields of higher education, not only limited to Mathematics.	This builds on and consolidates your understanding of the IGCSE Algebra progression. This builds towards being able to solve general (rather than specific) problems that can be applied real-life scenarios and contexts. This links heavily with almost all other aspects of the Pure and Applied Mathematics modules due to their heavy reliance on algebra.	A Mathematician's Apology – G.H. Hardy Haw to solve It – George Polya Solving Mathematical Problems – Terence Too	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling Generalisation
Coordinate Geometry in the (x, y) Plane Progression: P1 Ch4 P1 Ch5 P2 Ch2 P3 Ch2 P4 Ch3	These chapters extend your knowledge of the Cartesian coordinate system and its algebraic representations, including more on familiar topics, such as straight-line graphs, and introducing new concepts entirely, such as parametric equations.	How is coordinate geometry used in navigation, GPS and mapping the Earth's surface? How can the motion of a projectile be mapped using parametric equations and how do these relate to their associated Cartesian equations? UAE Link: How did the recent UAE Space Mission's use Geometric principles to support with their success?	2. Apply your understanding of the topic to solve a variety of problems: Make links across topics Multi-step problems Creative and efficient approaches Critical thinking 3. Explore outside of	practice skills independently in your own time, using both DFM and textbook exercises. You will also be directed towards Objective 3 resources to further and 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	Coordinate geometry allows us to model and analyze real-world phenomena. By representing physical, economic, or scientific situations with algebraic equations and geometric figures, we can apply mathematical concepts to solve problems and make predictions.	This builds on and consolidates your understanding of the IGCSE Algebra, Geometry and Graphs, Functions and Calculus progressions. This builds towards being able to reason about and solve problems involving straight lines, circles, tangents and normals, parametric equations etc. This links heavily with algebraic and geometric methods studied previously, including straight line graphs and simultaneous equations.	Zero – The Biography of Dangerous Idea – Charles Seife Symmetry and the Beautiful Universe – Lederman and Hill www.dimensions- math.org Coordinates and Descartes – NRICH	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling Generalisation
Trigonometry Progression: P1 Ch6 P1 Ch7 P2 Ch6 P3 Ch3 P3 Ch4	These chapters build on the trigonometric rules studied at IGCSE and extend to a deeper understanding of the trigonometric functions, their graphs, and how trigonometric equations can be solved, as well as introducing new trigonometric identities.	- How is trigonometry used in the field of astronomy, relating to the positions, distances and sizes of celestial objects? - How do the trigonometric graphs relate to waveforms, oscillations and harmonic motion? - How does trigonometry play a role in sound engineering? UAE Link: The construction of landmarks, such as the Burj Khalifa, relies heavily on trigonometry to analyze forces acting on the building, calculate the optimal angles for supporting beams, and determine the precise measurements required for complex geometrical features.	the traditional curriculum areas: - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	Formative Assessments throughout each term as well as a more formal Formalive Assessments once you have studied the content for each module — you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above, along with any prior external examination grades, will contribute towards your predicted grades and effort grades as outlined in the Assessment for Learning Rubric	Trigonometry has numerous practical applications in various fields, including physics, engineering, architecture, navigation, and computer graphics. Understanding trigonometric concepts and functions enables us to solve problems related to angles, distances, heights, and oscillations in real-world situations.	This builds on and consolidates your understanding of the IGCSE Algebra progression and IGCSE Geometry progression. This builds towards being able to reason about and solve problems involving all aspects of trigonometry covered up to the I-A-Level criteria. This links heavily with many aspects of algebra, functions and calculus studied within the I-A-Level course.	Significant Figures – Ian Stewart Archimedes' Revenge – Paul Hoffman TedEd: How does Maths guide our ships at sea? BBC4 Trigonometry 0305 The History of Trigonometry Part 1, 2 and 3 – NRICH	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling



	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
Differentiation Progression: P1 Ch8 P2 Ch7 P3 Ch6 P4 Ch5	These chapters build on the basics of differentiation encountered at IGCSE, extending into differentiating more difficult functions, forming and solving differential equations and dealing with tangents and normals.	- What does the derivative of a function represent geometrically? - How can we use the derivative to solve optimization problems, such as finding maximum or minimum values of a function subject to pertain constraints?	Master the basic skills within a topic Understanding concepts Remembering rules and formulae Application of knowledge	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 and you will be expected to	Mathematical differentiation is crucial because it allows us to understand rates of change, approximate functions, optimize systems, analyze graphical behaviour, solve related rates problems, and serves as a fundamental building block for higher-level mathematical concepts. Its applications are widespread and span across various scientific, engineering, and mathematical fields.	This builds on and consolidates your understanding of the IGCSE Graphs, Functions and Calculus progression. This builds towards being able to solve both specific and general problems that can be applied real-life scenarios and contexts where a rate of change is involved. This links heavily with the integration progression, as well as areas involving functions that are to be differentiated, such as trigonometry, exponentials and logarithms.	Infinite Powers – Steven Strogatz Calculus for the ambitious – T.W. Körner TedEd: - Dispelling the fear of Calculus	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Modelling Generalisation
Integration Progression: P1 Ch9 P2 Ch8 P3 Ch7 P4 Ch6	These chapters introduce and develop an understanding of integration, first as the opposite of differentiation and later to include more difficult functions and problems, including areas under curves and volumes of revolution.	How can we use the concept of the definite integral to find the area under a curve and interpret it in real-world contexts? How can we apply integration to solve problems involving motion, such as finding displacement, velocity, and acceleration from given data?	Repeating processes Apply your understanding of the topic to solve a variety of problems: Make links across topics Multi-step problems Creative and efficient approaches Critical thinking Explore outside of the traditional curriculum areas: Be curious, think	practice skills independently in your own time, using both DFM and textbook exercises. You will also be directed towards Objective 3 resources to further and 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 term as well as a more formal	Integration is a fundamental concept in mathematics with a wide range of applications. These include the calculation of areas, reversing the process of differentiation to find the original function from its derivative and analysing the behaviours of functions.	This builds on and consolidates your understanding of the IGCSE Graphs, Functions and Calculus progression, as well as the Differentiation progression that precedes it at each relevant stage throughout the I-A-Level course. This builds towards being able to solve both specific and general problems that can be applied real-life scenarios and contexts where integration is applicable. This links heavily with the Differentiation progression, as well as areas involving functions that are to be integrated, such as trigonometry, exponentials and logarithms.	A brief History of Time – Stephen Hawking Yet another introduction to analysis – V. Bryant Numberphile: - The volume of a sphere - An integration Conundrum	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Modelling Generalisation
Proof Progression: P2 Ch1 P4 Ch1	These chapters build on the basics of proof encountered at IGCSE, and include various types of proofs, such as proof by exhaustion, disproof by counterexample and proof by contradiction.	What are the foundations of mathematical arguments and the process of constructing and evaluating proofs? How long does it take to prove a result within the global mathematics community?	deeply and ask questions - Undertake wider reading, watching, discussion and investigation	Formative Assessments once you have studied the content for each module – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above, along with any prior external examination grades, will contribute towards your predicted grades and effort grades as outlined in the Assessment for Learning Rubric	The process of constructing and evaluating proofs encourage critical thinking, logical reasoning and the development of problem-solving skills.	This builds on and consolidates your understanding of the IGCSE Algebra progression. This builds towards being able to utilize a variety of proof techniques fluently. This links heavily with areas involving both algebra and identities.	The Man who loved only numbers – Paul Haffman Logical Labyrinths – Raymond Smullyan TedEd: - How many ways are there to prove the Pythagorean Theorem? Proof – A Brief Historical Survey - NRICH	Critical thinking independence Problem-solving Resilience Curiosity Research Adaptability Efficiency Generalisation



	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
Sequences and Series Progression: P2 Ch4 P2 Ch5 P4 Ch4	These chapters build on the basics of linear sequences and series encountered at IGCSE, extending further to include geometric sequences and series, summations and recurrence relations.	What is the role of sequences and series in mathematical modeling and applications, such as compound interest, population growth and calculus?	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge	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	Sequences and series require students to think critically and reason mathematically. Working with patterns and exploring the behavior of sequences and series develops problem-solving skills, logical reasoning, and the ability to generalize mathematical concepts.	This builds on and consolidates your understanding of the IGCSE Algebra progression, specifically in relation to linear sequences and series. This builds towards being able to solve a variety of theoretical and real-life problems involving sequences and series, including the binomial expansion. This links heavily with the Algebra and Functions progression.	Moth with Bod Drowings - Ben Orlin The Code Book - Simon Singh At sixes and sevens - Rachel Riley TedEd: - Can you find the next number in this sequence?	Critical thinking Collaboration Independence Probem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling Generalisation
Exponentials and Logarithms Progression: P2 Ch3 P3 Ch5	These chapters introduce logarithms as the inverse of exponentials and extend the understanding of indices to include laws of logarithms, as well as graphical features of both exponential and logarithmic functions.	How do exponential functions model growth and docay phenomena in various real-world contexts, such as population grawth, radioactive decay, or compound interest? How do logarithmic functions provide a way to invert the exponential function, and what are their applications in solving exponential equations and modeling inverse relationships?	- Repeating processes 2. Apply your understanding of the topic to solve a variety of problems: - Make links across topics - Multi-step problems - Creative and efficient approaches - Critical thinking 3. Explore outside	questions covering Objective 1 and 2 and you will be expected to practice skills independently in your own time, using both DFM and textbook exercises. You will also be directed towards Objective 3 resources to further and 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	Exponentials and logarithms find applications in various scientific and engineering disciplines. They are used in physics to model natural phenomena, in chemistry to measure pit and concentration, in electrical engineering for signal processing, in economics for modeling economic growth, and in many other fields.	This builds on and consolidates your understanding of the IGCSE Number and Algebra progressions, specifically in relation to index laws, as well as the IGCSE Graphs, Functions and Calculus progression. This builds towards being able to understand and solive a variety of theoretical and real-life problems involving exponentials and logarithms. This links heavily with the Algebra and Functions, Differentiation, and integration progressions.	What's the use? The unreasonable effectiveness of Maths—lan Stewart A Russian Childhood—Sofia Kovolevskaya TedEd: - Logarithms, Explained - Exponential Growth, How folding paper can get you to the moon Computerphile: Is it the end of Moore's Law?	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling Generalisation
Numerical Methods Progression: P2 Ch8 P3 Ch8	These chapters build on the accurate and efficient use of numerical methods and formulae at IGCSE to include methods such as the Trapezium rule and fixed-point iteration.	How can we use the trapezium rule to estimate the area under a burve and interpret the result in real-world contests, such as calculating the total distance traveled or the total amount of a substance? How can we use fixed point iteration to approximate the root of an equation, and what are the conditions under which this method converges to a solution?	of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	each term as well as a more formal Formative Assessments once you have studied the content for each module – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above, along with any prior external examination grades, will contribute towards your predicted grades and effort grades as outlined in the Assessment for Learning Rubric	Numerical methods finds applications in various fields, including physics, engineering, economics, and environmental sciences. It can be used to estimate quantities such as displacement, velocity, work, and fluid volume, providing useful insights and approximations in real-world scenarios.	This builds on and consolidates your understanding of the IGCSE Number and Algebra progressions, specifically in relation to the use of formulae and numerical and algebraic methods and procedures. This builds towards being able to consistently use these numerical methods to understand and solve a variety of (often algebraic and graphical) problems. This links heavily with the Algebra and Functions, and Integration progressions.	TedEd: - The clever way to estimate enormous numbers - The Paradax at the heart of Mathematics: Göder's Incampleteness Theorem The Golden Ratio, Fibonacci Numbers and Continued Fractions NRICH	Critical thinking Collaboration Independence Problem-solving Exploration Residence Curiosity Research Adaptability Efficiency Modelling



	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
Binomial Expension Progression P2 Ch4 P4 Ch4	This topic covers the principles of using the Binomial Theorem to expand binomial expressions in a systematic way without the need for repeated multiplication.	How can we expand a binomial expression raised to a specific power using the binomial theorem, and how does Pascal's Triangle aid in determining the coefficients? What are the limitations and assumptions of using the binomial expansion, and how do these impact the accuracy of approximations or calculations?	Master the basic skills within a topic - Understanding concepts Remembering rules and formulae - Application of knowledge - Repeating processes Apply your understanding of the	in all lessom you will have the opportunity in 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 pers and with your tracker in order to get live and in the moment feedback. You will complete a variety of questions convering Objective 1 and 2 and you will be expected to practice skills independently in your own time, using both DFM and textbook expresses. You will also be directed	The binomial expansion is used in various mathematical and real-world applications, such as probability, combinatorics, and approximations. It can be used to calculate the probabilities of certain outcomes in binomial experiments or to approximate values of functions for large values of the variable.	This builds an and consolidates understanding of expanding brackets from IGCSE algebra. This builds towards being able to calculate probabilities in the statistics module This links with Statistics	Professor Stewart's incredible Numbers - Ian Stewart Yet another introduction to analysis - V. Bryant TedEd: The Mathematical secrets of Pastal's Triangle Numberphile: Pastal's Triangle Binomial Coefficients - NRICH	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling Generalisation
Vectors Progression: P4 Ch7	This topic covers the fundamental principles and concepts related to vectors in two and three dimensions. It includes vector geometry, algebraic operations with vectors and vector equations of lines	What are the properties and operations of vectors, and how can we apply them to solve problems in geometry and physics? How can we effectively represent and manipulate vectors in two and three dimensions using geometric and algebraic methods?	topic to solve a variety of problems: - Make 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	towards Objective 3 resources to further and 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 term as well as a more formal formative Assessments once you have studied the content for each module – you will be expected to take targeted action to improve as a result of these Formative Assessments once you have studied the content for each module – you will be expected to take targeted action to simprove as a result of these Formative Assessments. All of the above, along with any prior external examination grades, will contribute towards your predicted grades and effort grades as outlined in the Assessment for Learning Rubric.	Understanding vectors is assential for various fields, including mathematics, physics, engineering, and computer science. It provides a foundation for solving problems involving spatial relationships, motion, and physical quantities.	This builds on and consolidates your understanding of the IGCSE vectors. This builds towards being able to solve both specific and general problems that can be applied real-life scenarios involving forces and motion. This links heavily with the Mechanics module and Physics.	Groups: A Path to Geometry – R.P. Burn TedEd: - What is a vector? - Gridinon physics: Scalars and Vectors - How does Math guide our ships at sea? - Revolutionizing Animation Production An introduction to Vectors N	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis Modelling Generalisation

KS5 Success Criteria: Mathematics (Pure 1)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Algebra and Functions	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
- Use laws of indices for all rational exponents	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
- Use and manipulate surds	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
 Understand and interpret quadratic functions and their graphs 	with limited	Can remember some	#CONTRACTOR CONTRACTOR	accuracy	problems and
- Calculate and interpret the discriminant of a quadratic function	accuracy	rules and facts with	Can remember most rules and facts	Can remember the vast	consistently select
Complete the square for a quadratic expression	Can remember a	varying consistency	consistently	majority of rules facts	the most efficient
Calculate and interpret solutions of quadratic equations	minority of rules	varying consistency	Consistently	consistently	one
 Solve simultaneous equations, including analytical solutions by substitution 	and facts with		Can begin to make	Consistently	Can confidently and
 Interpret and represent linear and quadratic inequalities graphically 	varying consistency		links between	Can make links	accurately solve
- Calculate and interpret solutions of linear and quadratic inequalities	rai jing consistency		different content	between different	multi-step problems
 Manipulate polynomials, including expanding brackets, collecting like terms and factorisation 			areas and solve	content areas and solve	with or without
 Sketch and interpret graphs of functions; sketch curves defined by simple equations 			problems requiring	problems requiring	context
Interpret algebraic solutions of equations geometrically			AN ADDRESS OF THE PARTY OF THE	more than one step or	7 mm of
Use intersection points of graphs of functions to solve equations			more than topic	more than topic	Can seamlessly
- Know the effect of simple transformations on the graph of $y = f(x)$			Can begin to apply	Can begin to apply	move between
Coordinate Geometry in the (x, y) Plane			THE RESERVE OF THE PARTY OF THE	understanding to solve	topics in order to
- Use the general form for equation of a straight line, including the forms $y - y_1 = m(x - x_1)$ and $ax + by + c = 0$			problems with real-life	A TOTAL PROPERTY AND ADDRESS OF THE PARTY OF	solve a wide variety
 Understand the conditions for two straight lines to be parallel or perpendicular to each other 			context	context	of problems
Trigonometry					Can demonstrate
 Understand and use the sine and cosine rules, and the area of a triangle in the form \(\frac{1}{2} a h \) sin \(c \) 				Can evaluate a variety	creativity when
Understand and use radian measure, including use for arc length and area of sectors				of approaches to solve	approaching
Understand the sine, cosine and tangent functions, their graphs, symmetries and periodicity				problems	unfamiliar problems
Differentiation					
- Use the derivative of $f(x)$ as the gradient of the tangent to the graph of $y = f(x)$ at a point					
- Find the gradient of the tangent as a limit					
Interpret gradient as a rate of change					
- Find and use second order derivatives					
 Differentiate x^{nt} and related sums, differences and constant multiples 					
- Apply differentiation to gradients, tangents and normal					
Integration					
 Understand indefinite integration as the reverse of differentiation 					
 Integrate xⁿ and related sums, differences and constant multiples 					

KS5 Success Criteria: Mathematics (Pure 2)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Proof	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
- Understand and use the structure of mathematical proof, proceeding from given assumptions through a series of logical	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
steps to a conclusion	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
- Use the method of proof by exhaustion	with limited	*	A CONTRACTOR OF THE CONTRACTOR	accuracy	problems and
- Use the method of disproof by counter example	accuracy	Can remember some	Can remember most		consistently select
Algebra and Functions		rules and facts with	rules and facts	Can remember the vast	the most efficient
- Use simple algebraic division	Can remember a	varying consistency	consistently	majority of rules facts	one
- Use and apply the Factor Theorem	minority of rules		Can begin to make	consistently	
- Use and apply the Remainder Theorem	and facts with		links between	Can make links	Can confidently and
Coordinate Geometry in the (x, y) Plane	varying consistency		different content	between different	accurately solve
 Understand, interpret and manipulate the equation of a circle in the form (x - a)²+(y - b)²= r² 			areas and solve	content areas and solve	multi-step problems,
Understand and use the property that the angle in a semicircle is a right angle			problems requiring	problems requiring	with or without
- Understand and use the property that the perpendicular from the centre to a chord bisects the chord			more than one step or	more than one step or	context
- Understand and use the property that there is a radius is perpendicular to a tangent			more than topic	more than topic	Can seamlessly
Sequences and Series			Control of the Contro		move between
 Understand and interpret sequences, including those given by a formula for the nth term and those generated by a simple relation of the form x_{n+1} = f(x_n) 			Can begin to apply understanding to solve	Can begin to apply understanding to solve	topics in order to solve a wide variety
 Understand and work with arithmetic sequences and series, including the formula for the rith term, the sum of a finite arithmetic series and the sum of the first n natural numbers 			problems with real-life context	problems with real-life context	of problems
- Understand properties of increasing, decreasing and periodic sequences					Can demonstrate
- Understand and work with geometric sequences and series, including the formulae for the 7th term and the sum of a finite				Can evaluate a variety	creativity when
geometric series				of approaches to solve	approaching
- Understand and work with the sum to infinity of a convergent geometric series, including the use of $ r < 1$				problems	unfamiliar problems
- Understand binomial expansion of $(a + bx)^n$ for a positive integer n					
Exponentials and Logarithms					
- Understand and interpret $y = a^x$ and its graph					
- Use the laws of logarithms					
- Find solutions of equations of the form $a^{\times} = b$					
Trigonometry					
- Know and use the identities $\tan \theta = \frac{\sin \theta}{\cos \theta}$ and $\sin^2 \theta + \cos^2 \theta = 1$					
- Solve simple trigonometric equations in a given interval					
Differentiation					
Apply differentiation to find maxima, minima and stationary points					
Determine whether a function is an increasing function or a decreasing function					
Integration					
 Evaluate definite integrals and interpret definite integrals as the area under a curve 					
Approximate the area under a curve using the trapezium rule					

KS5 Success Criteria: Mathematics (Pure 3)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Algebra and Functions	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
- Simplify rational expressions including factorising and cancelling, and algebraic division	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
- Understand the definition of a function, the domain and range of functions, the composition of functions,	processes/skills with limited		**************************************	processes/skills with accuracy	approaches to solve problems and
 Understand the definition of a function, the domain and range of functions, the composition of functions, inverse functions and their graphs Understand the modulus function Understand combinations of the transformations of f(x) as represented by y = af(x), y = f(x) + a, y = f(x + a) and y = f(ax) Trigonometry Know of secant, cosecant, cotangent, arcsin, arccos and arctan, as well as their relationships to sine, cosine and tangent, their graphs and appropriate restricted domains Know and use the identities sec² θ = 1 + tan² θ and cosec² θ = 1 + cot² θ Know and use double angle formulae, formulae for sin(A ± B), cos(A ± B) and tan(A ± B), and of expressions for a cos θ + b sin θ in the equivalent forms of r cos(θ ± a) or r sin(θ ± a) Exponentials and Logarithms Understand and interpret e^x and its graph Understand ln x as the inverse function of e^x Use logarithmic graphs to estimate parameters in relationships of the form y = axⁿ and y = kb^x Differentiate of the first parameters in relationships of the form y = axⁿ and y = kb^x Differentiate using the product rule, the quotient rule and the chain rule Use dy/dx = 1/(dx)/(dx) Understand and use exponential growth and decay Integrate e^{kx}, 1/(x) sin kx, cos kx and their sums and differences Integrate by recognition of known derivatives to include integrals of the form ∫ f(x)/f(x) dx = ln(f(x)) + c and ∫ f'(x) f(x) ⁿ dx = f(x) ⁿ⁺¹/_{n+1} + c Numerical Methods 	processes/skills with limited accuracy Can remember a minority of rules and facts with varying consistency	with accuracy Can remember some rules and facts with varying consistency	CEACHONDOCALCHARDOCACHORDOCACH	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	approaches to solve problems and consistently select the most efficient one Can confidently and accurately solve multi-step problems, with or without context Can seamlessly move between topics in order to solve a wide variety of problems Can demonstrate creativity when approaching unfamiliar problems

KS5 Success Criteria: Mathematics (Pure 4)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Proof	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
- Prove a result by contradiction	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
Algebra and Functions	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
 Decompose rational functions into partial fractions (denominators no more complicated than linear terms) 	with limited	Can remember some	Can remember most	accuracy	problems and
Coordinate Geometry in the (x,y) Plane	accuracy	rules and facts with	rules and facts	Can remember the vast	consistently select
 Understand parametric equations of curves and convert between cartesian and parametric forms 	Can remember a	varying consistency	consistently	majority of rules facts	the most efficient
Binomial Expansion	minority of rules	70.5	2 W W 3	consistently	one
- Understand the Binomial series $(ax + b)^n$, where $ x < \frac{b}{r}$, for any rational n	and facts with		Can begin to make	4	Can confidently and
Differentiation	varying consistency		links between different content	Can make links between different	accurately solve
Differentiate simple functions defined implicitly or parametrically			areas and solve	content areas and solve	multi-step problems,
- Form simple differential equations			problems requiring	problems requiring	with or without
Integration			more than one step or	more than one step or	context
- Evaluate volumes of revolution			more than topic	more than topic	Can seamlessly
- Integrate by substation and by parts for simple cases, and understand these as the reverse processes of the chain			Can begin to apply	Can begin to apply	move between
and product rules respectively			understanding to solve		topics in order to
Integrate using partial fractions for simple cases				problems with real-life	solve a wide variety
 Find analytical solutions of simple first order differential equations with separable variables 			context	context	of problems
- Use integration to find the area under a curve given its parametric equations				2 V . V.	Can demonstrate
Vectors				Can evaluate a variety	creativity when
- Deal with vectors in two and three dimensions				of approaches to solve problems	approaching
- Calculate the magnitude of a vector				prodicins	unfamiliar problems
 Use algebraic operations of vector addition and multiplication by scalars, and their geometrical interpretations 					
- Deal with position vectors					
- Calculate the distance between two points					
- Use and manipulate vector equations of lines					
Calculate the scalar product and use it for calculating the angle between two lines					



	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
Decision Mathematics 1	This module comprises of the use and understanding of a variety of algorithms, networks and graphs, with additional focus on optimization and resource allocation problems.	How do modern applications that involve GPS technology make use of shortest- distance algorithms?	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 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, wiscussion and investigation	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	This module is optional and can be completed as one of a mandatory two applied modules required for the completion of the international A-Level course. It has wide scope for real-life applications given its nature of being an applied module.	This builds on your ability to follow steps, make informed decisions and solve problems by following a method. This builds towards gaining an understanding of how to optimize solutions to problems by using algorithms, as well as other techniques. This provides an opportunity for collaboration with ICT and/or Computer Science.	Bad Choices – Ali Al Massawi The Creativity Code – Marcus Du Sautoy Algorithms unlacked – Thomas Cormen TedEd: What's an Algorithm? How Algorithms shape our world What's the fastest way to alphabelize your bookshelf Hello World: Being Human in the Age of Algorithms – Hannah Fry (Video) Computerphile: Dijkstra's Algorithm	Critical thinking Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Efficiency Analysis
Mechanics 1	This module compromises of the use and understanding of using mathematical modelling to find solutions to real – life problems, including forces and friction, acceleration and momentum.	What are the Tundamental principles of Newtonian mechanics and how do they explain the behavior of objects? How do forces affect the motion of objects? How can we analyze and predict the motion of projectiles?		Repeating processes Apply your own time, using both DFM and textbook exercises. You will also be directed towards Objective 3 resources to further and deepen your understanding. Make links across topics Multi-step problems Creative and efficient approaches Critical thinking understanding of topics/questions that you find difficult. Explore outside of the diditional curriculum eas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and	This module is optional and can be completed as one of a mandatory two applied modules required for the completion of the international A-Level course. It has wide scope for real-life applications given its nature of being an applied module.	This builds on your understanding of the concepts surrounding movement of particles, such as speed and vectors. This builds towards gaining an understanding of how to solve real-life problems by using techniques relative to forces and motion. This provides an apportunity for collaboration with Physics.	Exactly - Simon Winchester Significant Figures - Ion Stewart Numberphile: Navier-Stokes Equations TedEd: Football Physics - The Impossible Free kick The Science of Friction and its surprising impact on our lives Why doesn't anything stick to Toflon? The Physics of Surfing Turbulence: One of the great unsolved mysteries of physics Newton's three laws, with a bicycle	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Modelling Efficiency Analysis
Statistics 1	This module comprises of the use and understanding of a variety of statistical methods, including measures of central tendency, correlation and regression, probability, representation of data and data distributions.	How can we apply statistical inference techniques, such as hypothesis testing and confidence intervals, to draw conclusions about populations based on sample data? How can we use probability distributions, such as the normal distribution and binomial distribution, to model and analyze real-world phenomena?			This module is optional and can be completed as one of a mandatory two applied modules required for the completion of the international A-Level course. It has wide scope for real-life applications given its nature of being an applied module.	This builds on your knowledge and understanding of the Probability progression and the Data and Statistics progression from the IGCSE course. This builds towards gaining an understanding of how to represent and interpret data efficiently using more advanced methods. This provides an apportunity for collaboration with Business.	Do Dice Play God – ion Stewart How not to be wrong – Jordan Ellenberg Understanding Probability Henk Tijm The Art of Statistics – David Spiegelhalter TedEd: The Method that can "prove" almost anything The Hidden side of clinical trials The Beauty of Data Visualisation The Evolution of Data Visualisation The best stats you've ever seen The Future With Hannah Fry – Weaponization of Data	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis

KS5 Success Criteria: Mathematics (Decision 1)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Algorithms	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
 Understand the general ideas of algorithms and implement algorithms given by flow chart or text 	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
- Be familiar with bin packing, bubble sort, quick sort and binary search algorithms	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
Algorithms on Graphs Use algorithms to construct the minimum spanning tree of a network, including Prim's and Kruskal's algorithms Use Dijkstra's algorithm to find the shortest path through a network Use the route inspection algorithm to find the shortest route around a network, travelling along every edge at least once and ending at the start vertex (up to a maximum of four odd nodes) Understand the practical and classical Travelling Salesman problems, and apply the classical problem for complete graphs satisfying the triangle inequality Determine upper and lower bounds using minimum spanning tree methods	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 one step or	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	problems and consistently select the most efficient one Can confidently and accurately solve multi-step problems, with or without context
- Understand and use the nearest neighbour algorithm			more than topic	more than topic	Can seamlessly
Critical Path Analysis Model a project using an activity network given its precedence table Complete a precedence table for any given network Use the algorithm for finding the critical path, including finding earliest and latest event times, and earliest and latest start and finish times for activities Calculate the total float and use float to construct Gantt (cascade) charts and scheduling diagrams Linear Programming			Can begin to apply understanding to solve problems with real-life context	context Can evaluate a variety of approaches to solve	move between topics in order to solve a wide variety of problems Can demonstrate creativity when approaching
Formulate linear programming problems from worded contexts				problems	unfamiliar problems
- Find the graphical solution of two variable problems using ruler and vertex methods - Consider solutions to problems requiring solutions with integer values					

KS5 Success Criteria: Mathematics (Statistics 1)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Mathematical Models in Probability and Statistics	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
 Understand the basic ideas of mathematical modelling as applied in probability and statistics 	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
Representation and Summary of Data	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
 Interpret histograms, stem and leaf diagrams and box plots, and use them to compare distributions 	with limited	Can remember some	Can remember most	accuracy	problems and
 Understand measures of location, including the mean, median and mode 	accuracy	rules and facts with	rules and facts	Can remember the vast	consistently select the most efficient
 Understand an calculate measures of dispersion, including variance, standard deviation, range and 	Can remember a	varying consistency	consistently	majority of rules facts	one
interpercentile ranges	minority of rules	- NE N	a warm a	consistently	one
Use simple cases of interpolation	and facts with		Can begin to make links between	Can make links	Can confidently and
- Determine the skewness of a distribution	varying consistency		different content	between different	accurately solve
- Understand the concept of outliers, including illustration of outliers on a box plot and identifying outliers using a			areas and solve	content areas and solve	multi-step problems,
given rule			problems requiring	problems requiring	with or without
Probability	Î		more than one step or	more than one step or	context
- Understand and use elementary probability			more than topic	more than topic	Can seamlessly
 Understand and use the concepts of sample spaces, exclusive and complementary events, and conditional 			Contractor to another	Con basis to such	move between
probability			Can begin to apply	Can begin to apply understanding to solve	topics in order to
 Understand and use the independence of two events 			problems with real-life	problems with real-life	solve a wide variety
- Use the sum and product laws for probability	8		context	context	of problems
Correlation and Regression				-c 10 10 100	Can demonstrate
- Understand scatter diagrams				Can evaluate a variety	creativity when
 Calculate the equation of a linear regression line using the method of least squares 				of approaches to solve	approaching
 Understand, apply and interpret explanatory (independent) and response (dependent) variables 				problems	unfamiliar problems
- Calculate the product moment correlation coefficient and understand its use, interpretation and limitations					
Discrete Random Variables					
 Understand the concept of a discrete random variable 					
 Use the probability function and cumulative distribution function for a discrete random variable 					
- Calculate the mean and variance of a discrete random variable					
- Deal with the discrete uniform distribution	8				
The Normal Distribution	8				
 Understand use and interpret the normal distribution, including the mean, variance and use of tables of the cumulative distribution function 					

KS5 Success Criteria: Mathematics (Mechanics 1)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Mathematical Models in Mechanics - Understand the basic ideas of mathematical modelling as applied in mechanics Vectors in Mechanics - Calculate and use the magnitude and direction of vectors, including the resultant of vectors - Apply the concept of vectors to displacements, velocities, accelerations and forces in a plane Kinematics of a Particle Moving in a Straight Line - Deal with motion in a straight line with constant acceleration, including knowledge and use of the constant acceleration formulae - Construct and interpret displacement-time, velocity-time, speed-time and acceleration-time graphs, including	Working Below Can perform a minority of basic processes/skills with limited accuracy Can remember a minority of rules and facts with varying consistency	Working Towards Can perform some basic processes/skills with accuracy Can remember some rules and facts with varying consistency	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	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	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one Can confidently and accurately solve
their graphical solutions Dynamics of a Particle Moving in a Straight Line or Plane - Understand the concept of a force - Understand and apply Newton's laws of motion - Use simple applications involving the motion of two connected particles - Understand momentum and impulse, including the impulse-momentum principle and the principle of conservation of momentum applied to two particles colliding directly - Understand and use the coefficient of friction Statics of a Particle - Understand forces treated as vectors and the resolution of forces - Understand simple cases involving the equilibrium of a particle under coplanar forces, including the concepts of weight, normal reaction, tension, thrust and friction Moments - Deal with simple problems involving the moment of a force			areas and solve problems requiring more than one step or more than topic Can begin to apply	content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to 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

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

Year 12 Curriculum: Media



	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 & 2	Non-Exam Assessment	How does research benefit the creation of a new media product? UAE link: Consider producing something in line with UAE values and culture.	Demonstrate knowledge of media concepts using appropriate terminology Analyse media products by applying theoretical and creative approaches Research and plan original media product Construct original critically informed media product	Through analysing a range of media products to explore key media concepts and technical application. 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. Students will also need to create and regularly update their own blog to document and reflect on their creation. 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 of media representation and branding. This builds towards a further understanding of media concepts and terminology. 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 (either a movie title sequence or a magazine spread). This requires research into the chosen brief around representation, sound, shot types and multiple layers of media production. It also further develops collaboration and communication skills as this project can be completed as a group.	Critical thinking Creativity Evaluation Research Design Thinking Theoretical application Technical skills using editing software Technical skills using hardware Research Evaluative writing

Year 12 Curriculum: Media



	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 & 2	1. Media language and representation 2. Industries and audiences 3. Review of NEA project	How are media codes used to communicate to different types of audiences? How do conglomerates dominate the film and entertainment industry? What media product have you created and how does it represent society? UAE Link: What are the major media production companies in the UAE and what type of media do they distribute?	Revise media language (codes, mis-en-scene-angles, connotations) Revise representation through media codes Explore a range of media industries and how they operate Evaluate the effect of technological convergence and synergy on the media landscape To evaluate and self-assess the effectiveness of the NEA project	Through exploring a range of different text/examples from different time periods, students can gain an appreciation for the changes in media texts, their production and their consumption. They will also conduct in-depth research into a range of successful media organisations which include: • The Handmaid's Tale • Killing Eve • Disney • A24 • Netflix Assessment for Learning: Practical application to examples, production of mini projects, questioning, peer assessment, self-assessment: In class exam style questions and using past papers	Students will gain a more in-depth analysis into the historical changes in the way media are produced, managed and distributed. This includes close analysis of current examples used by themselves to offer a more personlised approach. 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 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 Politics.	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. Compilation of an on-going media diary Further reading surrounding media theories	Critical thinking Analysing Debate Evaluation Inquiry Research Cross-reference Decoding Creativity Collaboration

Year 12 Curriculum: Media



	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	Media texts and media contexts Revision and Exam Preparation	How does the media effectively communicate with different types of audiences? 2. How are different groups in society represented through the media and what part does concentration of ownership play in that?	Understand and debate media concepts using appropriate terminology Understand and identify different narrative codes Analyse media production (sound, mis-en-scene) and distribution Evaluate different media products Apply theoretical references to a range of different media texts To consolidate understanding of media language and codes To consolidate understanding of media theories	Through revision of specific media examples, students will consolidate their understanding all of 4 media theoretical frameworks (language, representation, industries and audiences). This also includes in depth research into social media as a medium. Assessment for Learning: Practical application to examples, 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 current media examples which will refine their skills and application necessary for the exam. This unit will also heavily focus on exam prep, revision of key terminology and theories surrounding the 4 frameworks.	This builds on existing knowledge of media frameworks This builds towards a better understanding of how the media operates. This provides an opportunity for collaboration between History, Politics and Social studies.	Discussion and debate surrounding media Practice exam questions	Critical thinking Debate Evaluation Analysing Annotating Inquiry Research

Year 12 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	Displays limited	Displays some understanding of	Applies good understanding of	Displays secure	Conscientiously plans an effective
original media project	understanding of general	general media language and	media language and technical	understanding of media	original media project with clear
	media language and	technical application	application	language with a range of	use of media language. Creates a
	technical application		500	technical skills applied	convincing project using a wide
					range of technical skills
Document and evaluate	Blog has limited	Blog has good documentation of	Blog has clear documentation of	Blog demonstrates	Blog meticulously documents
original media project	documentation of creative	creative process and reflections	creative process and reflections	perceptive documentation	creative process and reflections
	process and reflections lack	contain good detail	are detailed	of creative process and	have critical exploration of all 4
	detail			reflections explore all 4	questions with a range of
				questions with examples	examples
Demonstrate	Limited understanding of	Can recognise how media	Can explain how media language	Can analyse how media	Can evaluate how media language
understanding of media	how media language is used	language is used to represent	is used to represent different	language is used to	is used to represent different
language and	to represent different	different groups, events, places	groups, events, places and	represent different groups,	groups, events, places and
representations	groups, events, places and	and concepts	concepts with examples	events, places and concepts	concepts with a range of examples
	concepts			with ample examples and	and theories
				reference to theories	
Demonstrate an	Limited understanding of	Can recognise different industries	Can explain the developments in	Can analyse different	Can evaluate different industries
understanding of	different industries and	and their audiences	different industries and their	industries and their	and their audiences using a wide
audiences and	their audiences		audiences using accurate	audiences using accurate	range of terminlogy and
industries			terminology	terminology and making	theoretical application
				links to relevant theories	
Evaluate a range of	Articulate an understanding	Explain how media	Can explore a range of media	Can analyse a wide range of	Can evaluate a wide range of
media examples by	of media texts/contexts	texts/contexts are used	texts/contexts using appropriate	media texts/contexts using	media texts/contexts with
applying theoretical and			terminology	appropriate terminology	reference to a range of key
creative approaches to				and making links to relevant	theories and using a range of
them				theories	appropriate terminology

Year 13 Curriculum: Media



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
Non-Exam Assessment	What makes a successful production for a film, music video or documentary? UAE link: Consider producing something in line with UAE values and culture.	Demonstrate knowledge of media concepts using appropriate terminology Review conventions of the film, music and documentary industries Analyse media examples withing the film, music and documentary industries by applying theoretical and creative approaches Research and plan original media product Construct original critically informed media product	Through analysing a range of media products to explore key media concepts and technical application. 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 revision will also be necessary at every stage of the NEA process. Students will also need to create and regularly update their own blog to document and reflect on their creation. Assessment for Learning: Practical creation of original media content. 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 media concepts and terminology. 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 (either within the film, music or documentary industries). This requires research into the chosen brief around representation, sound, shot types and multiple layers of media production. It also further develops collaboration and communication skills as this project can be completed as a group.	Critical thinking Creativity Evaluation Research Design Thinking Theoretical application Technical skills using editing software Technical skills using hardware Research Evaluative writing

Year 13 Curriculum: Media



	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 1.8.2	Media Regulations The Power of the Media Media Ecology	Is it possible for the media to operate unregulated? How powerful is the media? How does the media affect our understanding of the world around us? UAE Link: What are the ethical considerations media companies have to abide by when operating in the MENA region?	Understand how and why the media is regulated Explore the historical and political changes in media regulation Evaluate the role and importance of different regulatory boards Evaluate the power of different media conglomerates Evaluate the rise and influence of social media and how it has changed the media landscape Debate key theories such as McLuhan's Medium is the Message, surrounding the operation of the media and apply them to specific examples Understand how the media shapes our understanding of the world around us	Through exploring a range of different text/examples from different time periods, students can gain an appreciation for the changes in media texts, their production and their consumption. Examples includes: Pepsi/NOTW/TikTok/Dark Knight/Nigel Farage/Piers Morgan/Gary Lineker The Big 5 Apple A24/Netflix/Disney recap Social media Assessment for Learning: Practical application to examples, production of mini projects, questioning, peer assessment. Summative Assessment: In class exam style questions and using past papers	Students will gain a more in-depth analysis into the historical and political changes to how the media is regulated now, in comparison to previous years. They will also explore and debate the importance of regulation and how that affects what we consume. 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 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 Politics.	Discussion and debate surrounding media regulation Further reading surrounding media theories	Critical thinking Analysing Debate Evaluation Inquiry Research Cross-reference Decoding Creativity Collaboration

Year 13 Curriculum: Media



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
 Review of NEA project Revision and Exam Preparation 	How important is media ecology when evaluating the operation of the media?	To review and improve NEA project To review media industries and audiences To synthesise knowledge and understanding of key concepts Adapt and apply key concepts to a variety of media environments Consolidate understanding of key terminology	Through revision of specific media examples, students will consolidate their understanding all of 4 media theoretical frameworks (language, representation, industries and audiences). Students will also refine their understanding of the importance of media ecology on the consumers. Assessment for Learning: Practical application to examples, questioning, quizzes, debates, peer 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 current media examples which will refine their skills and application necessary for the exam. This unit will also heavily focus on exam prep, revision of key terminology and theories surrounding the 4 frameworks, particularly that of media ecology (McLuhan and Postman).	This builds on existing knowledge of media frameworks and theories This builds towards a better understanding of how the media operates and is regulated. This provides an opportunity for collaboration between History, Politics and Social sturdies.	Discussion and debate surrounding media Practice exam questions	Critical thinking Debate Evaluation Analysing Annotating Inquiry Research

Year 13 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	Displays limited	Displays some understanding of	Applies good understanding of	Displays secure	Conscientiously plans an effective
original media project	understanding of general	general media language and	general media language and	understanding of general	original media project with clear
	media language and	technical application	technical application	media language with a	use of media language. Creates a
	technical application			range of technical skills	convincing project using a wide
				applied	range of technical skills
Document and evaluate	Blog has limited	Blog has good documentation of	Blog has clear documentation of	Blog demonstrates detailed	Blog meticulously documents
original media project	documentation of creative	creative process and evaluative	creative process and evaluative	documentation of creative	creative process and evaluative
S	process and evaluative	essay contains good detail	essay has clear direction	process and evaluative	essay has a perceptive and critical
	essay lacks detail	*	**	essay explores all 4	exploration all 4 questions
				questions in detail	
Demonstrate	Limited understanding of	Can recognise the importance of	Can explain key developments in	Can analyse how media	Can evaluate the importance of
understanding of media	the importance of media	media regulation	media regulation over time with	regulation is important with	media regulation with reference to
regulation and	regulation		reference to key examples and	reference to key examples	multiple examples and regulatory
regulatory boards	200 - 0		regulatory boards	and regulatory boards	boards
Cumlana madia asalami	Limited understanding of	Con auticulate some naints for	Can avalain kay assesses of	Can analyse hour madia	Can avaluate the impact of mass
Explore media ecology	Limited understanding of	Can articulate some points for	Can explain key concepts of	Can analyse how media	Can evaluate the impact of mass
and how audiences are	media ecology	what media ecology is	media ecology with key	mass communicates with	communication with reference to
affected			terminology and examples	reference to examples and	examples and theories such as McLuhan and Postman
				theories	Michan and Postman
	11 11 11 11 11 11 11	l life		O I DEF	0 1
Evaluate the power of the media	Limited understanding of	Can recognise different ways the	Can explain different ways the	Can analyse different media	Can evaluate different media
the media	media as a whole and how	media as a whole is influential	media as a whole is influential	industries and how they are	industries and how they are
	it influences the masses		with the use of key terminology	influential, using key	influential, using key terminology
				terminology and theories	and reference to theories

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 12 Curriculum: MSC (Moral, Social, Cultural Studies)



Term	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: Reflection and Transition	The importance and methods of reflection and goal setting	Why is self-reflection crucial for personal and professional growth? UAE Link: How does reflection influence individual growth in the UAE society?	Understand the term 'reflection'; Define personal goals and ambitions	Through case studies, group discussions, self-assessments, and self-reflection exercises. Assessment for Learning: Group discussions; Self-assessments Summative Assessment: Personal reflection essays.	To foster self-awareness and plan for future aspirations	This builds on: Personal development from previous years; This builds towards: Personal growth and leadership roles; This provides an opportunity for collaboration: with mentors in understanding cultural nuances	Reflective journals; Reading on personal growth techniques; Biography readings; Goal-setting workshops
Term 2: Employment and Market Dynamics	The dynamics of markets and key employment skills in the UAE	How do market structures and dynamics shape our society? UAE Link: How do UAE markets and Emiratisation influence career paths?	Identify employability skills; Understand different market structures; Differentiate between various business structures in the UAE	Through market simulations, guest lectures from industry experts, and practical experiences. Assessment for Learning: Mock interviews; Group projects Summative Assessment: Market analysis reports	To prepare for the workforce and understand economic environments	This builds on: Previous business studies courses; This builds towards: Specialized courses on economics; This provides an opportunity for collaboration: with local businesses to understand market trends	Market visit; Reading on Emiratisation and its impact; Case studies; Guest lectures from business leaders
Term 3: Leadership and Personal Presentation	The nuances of leadership, management, and effective self-presentation	How do leadership and management influence our personal and professional paths? UAE Link: How do leadership styles in the UAE shape businesses and institutions?	Differentiate between 'leadership' and 'management'; Prepare effectively for interviews; Present knowledge, skills, and experiences effectively	Through leadership workshops, mock interviews, and presentation practice sessions. Assessment for Learning: Role-plays; Paer reviews Summative Assessment: Presentation on leadership styles	To develop leadership skills and represent oneself effectively	This builds on: Communication skills from previous years; This builds towards: Leadership roles in higher education or workplaces; This provides an opportunity for collaboration: with local leaders for insights	Leadership biographies; Workshops on effective communication; Peer reviews; Mock interviews

Year 12 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 and apply the concept of self-reflection	Displays little or no understanding of self-reflection	Shows a basic understanding but struggles to apply it	Understands self-reflection and occasionally applies it	Frequently applies self- reflection with depth	Expertly applies self-reflection in various contexts
Identify and define personal goals and ambitions	Struggles to identify and define personal goals	Identifies goals but lacks depth or clarity	Clearly identifies and defines a few personal goals	Sets comprehensive and clear personal goals	Sets, defines, and revises ambitious personal goals regularly
Grasp the dynamics of the UAE market structures	Displays little knowledge of UAE market structures	Shows basic understanding but lacks depth	Has a clear understanding of some UAE market structures	Demonstrates in-depth knowledge of UAE market dynamics	Provides insights and analyses on the intricacies of UAE market structures
Differentiate between 'leadership' and 'management'	Struggles to differentiate between the two concepts	Understands the basic differences but lacks depth	Clearly differentiates between leadership and management	Demonstrates nuanced understanding of both concepts	Expertly contrasts and integrates the concepts in practical scenarios
Effectively prepare and present for interviews	Lacks preparation and presentation skills	Prepares minimally and struggles during presentations	Prepares adequately and presents with minor errors	Prepares comprehensively and presents confidently	Masters interview preparation and delivers exceptional presentations

Year 13 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: Reflectio n and Transitio n	The importance and methods of reflection and goal setting	Why is self-reflection crucial for personal and professional growth? UAE Link: How does reflection influence individual growth in the UAE society?	Understand the term 'reflection'; Define personal goals and ambitions	Through case studies, group discussions, self-assessments, and self-reflection exercises. Assessment for Learning: Group discussions; Self-assessments Summative Assessment: Personal reflection essays	To foster self-awareness and plan for future aspirations	This builds on: Personal development from previous years; T his builds towards: Personal growth and leadership roles; This provides an opportunity for colleboration: with mentors in understanding cultural nuances	Reflective journals; Reading on personal growth techniques; Biography readings; Goal- setting workshops	Term 1: Reflection and Transition
Term 2: Employ ment and Market Dynamic s	The dynamics of markets and key employment skills in the UAE	How do market structures and dynamics shape our society? UAE Link: How do UAE markets and Emiratisation influence career paths?	Identify employability skills; Understand different market structures; Differentiate between various business structures in the UAE	Through market simulations, guest lectures from industry experts, and practical experiences. Assessment for Learning: Mock interviews; Group projects Summative Assessment: Market analysis reports	To prepare for the workforce and understand economic environments	This builds on: Previous business studies courses; This builds towards Specialized courses on economics; This provides an opportunity for collaboration; with local businesses to understand market trends	Market visit; Reading on Emiralisation and its impact; Case studies; Guest lectures from business leaders	Term 2: Employment and Market Dynamics
Term 3: Leadersh ip and Personal Presenta tion	The nuances of leadership, management, and effective self- presentation	How do leadership and management influence our personal and professional paths? UAE Link: How do leadership styles in the UAE shape businesses and institutions?	Differentiate between 'leadership' and 'management'; Prepare effectively for interviews; Present knowledge, skills, and experiences effectively	Through leadership workshops, mack interviews, and presentation practice sessions. Assessment for Learning: Role-plays; Pear reviews Summative Assessment: Presentation on leadership styles	To develop leadership skills and represent oneself effectively	This builds on: Communication skills from previous years; This builds towards: Leadership roles in higher education or workplaces; This provides an opportunity for collaboration: with local leaders for insights	Leadership biographies; Workshops on effective communication; Pear reviews; Mock interviews	Term 3: Leadership and Personal Presentation

Year 13 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 nuances of conflict and its causes	Displays limited understanding of conflict causes	Understands basic causes but lacks depth	Understands multiple causes of conflict	Demonstrates in-depth analysis of conflict causes	Expertly analyzes and predicts potential conflict causes
Apply conflict resolution techniques effectively	Struggles to apply conflict resolution techniques	Applies basic techniques with limited success	Successfully applies several conflict resolution techniques	Frequently resolves conflicts using diverse techniques	Masters conflict resolution with innovative techniques
Recognize and classify types of wars	Struggles to classify wars	Classifies basic types but lacks depth	Understands and classifies most common types of wars	Demonstrates in-depth knowledge of war types	Provides insights and analyses on various war classifications
Grasp the concept of 'Just War'	Displays limited understanding of 'Just War'	Shows basic understanding but lacks depth	Understands the principles of 'Just War'	Demonstrates a nuanced understanding of 'Just War'	Expertly debates and critiques the concept of 'Just War'
Understand the role of international organizations in peacekeeping	Lacks knowledge about international peacekeeping organizations	Has basic understanding but lacks depth	Understands the roles of key international peacekeeping organizations	Demonstrates in-depth knowledge of peacekeeping dynamics	Analyzes and critiques the effectiveness of peacekeeping organizations

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

KS5 Curriculum: PE (Physical Education)



	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
Recreational Sport	In lessons there will be a focus that emphasizes participation in competitive and recreational 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 volleyball, badminton, fitness, football and basketball	How can I engage within a sport to benefit my health and well-being <u>UAE Unk:</u> National agenda obesity and healthy lifestyle goals. Dubal 30x30 fitness challenge initiative.	Develop a Positive Attitude Toward Physical Activity: Students will foster a lifelong appreciation for physical activity by engaging in a variety of sports that promote enjoyment and personal well-being. Enhance Teamwork and Communication Skills: Through active participation in team sports, students will improve their ability to collaborate effectively, communicate clearly, and build camaraderie with peers. Improve Physical Fitness and Skills: Students will focus on enhancing their physical fitness and refining specific skills in chosen sports, with an emphasis on personal progress and enjoyment rather than competition.	Through exploring a range of sports and engaging in games and fun activities. Assessment for Learning questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE. Summative Assessment: Participation in games, match play, questioning, assessment of student led warmups /drills/ set plays. This assessment will assess how effectively students have developed their understanding of the topic	To understand the importance of being healthy and staying active throughout life.	This builds on existing knowledge of why an active lifestyle is important This builds towards a better und erstanding of selecting activities that they enjoy and can take part in post-school. This provides an opportunity for collaboration between PSHE and Moral Education	Outside providers supporting PE lessons by exposing them to sports such as boxing, padel and gym equipment. Trips to 30x30 zones to enhance knowledge of gym classes	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation
Sports Leaders Qualification	In lessons, and during the Level 3 Sports Leaders qualification, students will learn essential leadership skills such as communication, organization, and teamwork, enabling them to plan, lead, and evaluate sports and physical activity sessions. This will result in students gaining additional UCAS points for university applications	How can effective leadership in sports foster teamwork, communication, and personal development in both participants and leaders? UAE Link: The aspiration of creating leaders of tomorrow.	Develop effective communication and leadership skills to plan, deliver, and evaluate engaging sports activities for diverse groups. Demonstrate the ability to organize and manage sports events or sessions by applying strategic planning, safety, and risk management principles. Foster teamwork and collaboration by leading group activities that promote cooperation, trust, and mutual respect among participants. Reflect on personal leadership style and growth, identifying strengths and areas for improvement to enhance leadership effectiveness in sports environments.	Through exploring leadership approaches and applying knowledge in practical sessions. Assessment for Learning: Observations of leading activities. Summative Assessment: Students complete a learner evidence record as well as taking part in leadership observations where students will be assessed on their ability to lead sports sessions. This assessment will assess how effectively students have developed their understanding of the topic	Students will learn these skills to become a confident and effective sports leader, capable of organizing and delivering engaging physical activities while fostering teamwork and personal development in others.	This builds on Existing knowledge from the Level 2 sports leader qualification in KS4. This builds towards a better understanding of the how to lead groups rather than assisting. This provides an apportunity for collaboration between School Leadership and the skills that compliment all subject areas.	Students are tasked with taking part and organising mini tournaments. Students are assigned readings on leadership styles, how to organise and plan large scale events and how to plan for different needs.	Decision-Making Skills Teamwork and Collaboration Leadership Skills Strategic Thinking Communication Skills Organisational Skill Ethical Conduct an Sportsmanship Research and Inquiry Skills Problem-Solving Skills Self-Discipline and Resillence Health and Physica Fitness Awareness Goal Setting and Self-Evaluation

Physics



Horizon International School's pupils are bright and able young people who study science with enthusiasm and are good thinkers and explorers. 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



	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: Unit 1 Measurements and Their Errors & Mechanics and Materials	You will explore the fundamental concepts of measurements, errors, vectors, forces, and materials.	- Understand the use of SI units, their prefixes, and the conversion between units Identify random and systematic errors and apply techniques to minimize them Estimate physical quantities and understand their order of magnitude Analyze the properties of vectors and scalars, and apply principles of equilibrium Study the mechanics of motion, including Newton's laws, momentum, work, energy, and power Explore the bulk properties of materials, including elasticity, Hooke's law, and the Young modulus.	Through theoretical study, practical experiments, and data analysis, students will gain a comprehensive understanding of measurement principles, mechanics, and material properties. Assessment for Learning; questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: Practical experiments to measure forces, moments, and the Young modulus, including error analysis. This assessment will evaluate students' ability to apply measurement techniques and mechanical principles to real-world scenarios.	Understanding measurements, mechanics, and materials is crucial in various fields of physics and engineering. It lays the foundation for understanding complex physical phenomena and designing structures and systems.	This builds on your existing knowledge about forces in KS4 This builds towards gaining a deeper understanding of advances mechanics, materials science, and engineering applications at the university level. This provides an opportunity for collaboration between Physics and Maths	- Explore the role of precise measurements in engineering design and material testing Project: Design an experiment to measure the Young modulus of a material and analyze the data for accuracy Research: Study case studies on the application of mechanics in bridge construction and the use of advanced materials in aerospace engineering.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Collaboration - Mathematical modeling - Experiment implementation
Term 2: Unit 2 Electricity and Waves	You will explore the fundamental concepts of electricity, circuits, oscillations, and waves.	- Understand the basics of electricity, including current, potential difference, and resistance. - Analyze current-voltage characteristics for various components like diodes and filament lamps. - Explore resistivity, the behavior of superconductors, and their applications. - Understand series and parallel circuits, potential deviders, electromotive force (emf), and internal resistance. - Investigate oscillations, simple harmonic motion, and wave properties including refraction, diffraction, and interference.	Through theoretical study, practical experiments, and mathematical modeling, students will develop a comprehensive understanding of electricity, circuits, and wave behavior. Assessment for Learning, questioning, peer and self-assessment, class discussions, and feedback. Summative Assessment: practical investigation and analysis of electric circuits and wave interference patterns. This assessment will evaluate students' ability to apply concepts in electricity and wave mechanics to real-world applications.	Understanding electricity and wave phenomena is crucial in various fields of physics, engineering, and technology. It lays the foundation for topics like electronics, communication systems, and quantum mechanics.	This builds on your existing knowledge about light and waves from KS4 This builds towards gaining a deeper understanding of electromagnetism, electronics, and quantum physics for university-level studies. This provides an opportunity for collaboration between Maths, DT and Physics	- Explore the role of electricity in powering everyday devices and the principles of wave phenomena in technologies like fiber optics Project: Design and analyze a complex electric circuit and explore wave interference in optics Research: Study case studies on the application of superconductors in MRI machines and the use of wave-particle duality in modern physics.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Collaboration - Mathematical modeling - Experiment implementation



W	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Unit 5 op Required to practicals se re	rou will have the opportunity o engage in a series of equired oractical experiments.	These practicals are an integral part of your learning experience and will help you develop essential scientific skills. UAE Link: Industrial manufacturing in the UAE	Measurement of the acceleration due to gravity using a free-falling object. Investigation of the relationship between force, mass, and acceleration using a trolley on an inclined plane. Determination of the resistivity of a wire using the four-point method. Measurement of the specific heat capacity of a solid using the method of mixtures. Investigation of the relationship between voltage, current, and resistance in electrical circuits. Measurement of the speed of sound using an echo method. Determination of the refractive index of a glass block using a ray of light.	Throughout the practicals, you will be expected to record and analyze data, draw conclusions, and consider sources of error and uncertainties. The skills and knowledge gained from these practical activities will support your understanding of the subject and prepare you for further studies in physics or related fields, Assessment for Learning; questioning, peer and self-assessment, class discussion and feedback. Summative Assessment: final project with assignment. This assessment will assess how effectively students have developed their understanding of the topic.	These practical experiments will allow you to develop important skills such as accurate measurement, data analysis, experimental design, and evaluation of results. They will also enhance your understanding of the underlying principles and concepts in physics.	This builds on your existing skills from KS4 and KS3 This builds towards practical skills at university. This provides an opportunity for collaboration between Science and DT	Throughout the practicals, you will be expected to record and analyze data, draw conclusions, and consider sources of error and uncertainties. The skills and knowledge gained from these practical activities will support your understanding of the subject and prepare you for further studies in physics or related fields.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implement



	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: Unit 3 Circular and Periodic Motion	You will explore the fundamental concepts of circular and periodic motion, including circular motion, simple harmonic motion, and gravitational fields.	- Understand the principles of circular motion, including angular speed, centripetal force, and acceleration Analyze the characteristics of simple harmonic motion (SHM) and its graphical representations Apply the concepts of gravitational fields and satellites, including Newton's law of gravitation and orbital mechanics Investigate electric fields and capacitance, exploring Coulomb's law, electric potential, and the properties of capacitors.	Through theoretical study, practical investigations, and mathematical analysis, students will develop a comprehensive understanding of circular and periodic motion. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: end of unit assessment involving problem-solving, data analysis, and application of circular motion and SHM concepts. This assessment will evaluate students' ability to apply the principles of circular and periodic motion to real-world scenarios.	Understanding circular and periodic motion is crucial in various fields of physics, engineering, and astronomy. It provides the foundation for topics like planetary orbits, oscillations, and wave phenomena.	This builds on your existing knowledge about motion in KS3. This builds towards gaining a deeper understanding of advanced mechanics, wave theory, and electromagnetism for university-level physics and engineering. This provides an opportunity for collaboration between Physics and Maths	- Explore the role of circular and periodic motion in real-world applications such as satellite technology and oscillating systems. - Project: Analyze the motion of a satellite in orbit and the dynamics of a mass-spring system. - Research: Study case studies on the application of simple harmonic motion in engineering and the use of gravitational fields in space exploration.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Collaboration - Mathematical modeling - Experiment Implementation
Term 2: Unit 4 Thermal, energy sources, and gases	You will explore the concepts of thermal physics, internal energy, ideal gases, and energy sources.	-Understand the concepts of internal energy, energy transfer, and the first law of thermodynamicsAnalyze energy transfer by conduction, including using U-values to calculate energy lossesExplore gas laws and the ideal gas equationApply the kinetic theory of gases to explain gas behavior and the relationship between pressure, volume, and temperatureinvestigate nuclear energy, including fission and fusion, and the operation of nuclear reactorsStudy alternative energy sources, including wind, solar, and hydroelectric power.	Through theoretical study, practical experiments, and mathematical analysis, students will gain a comprehensive understanding of thermal physics and energy sources. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: end of unit assessment involving data analysis, calculations, and understanding of thermodynamics and energy sources. This assessment will evaluate students' ability to apply thermal physics concepts to real-world scenarios.	Understanding thermal physics is crucial in many fields of physics, engineering, and environmental science. It provides the foundation for topics like energy efficiency, climate science, and renewable energy technologies.	This builds on your existing knowledge about electricity from KS3/4 This builds towards a deeper understanding of thermodynamics, nuclear energy, and renewable energy sources, preparing you for university-level physics and engineering. This provides an opportunity for collaboration between DT and Physics	- Explore the role of thermal physics in energy production, including the design of power plants and renewable energy systems Project: Analyze energy transfer in a simulated nuclear reactor and investigate the efficiency of various energy sources Research: Study case studies on energy conservation and the role of thermodynamics in climate change.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Collaboration - Safety awareness - Experiment Implementation



	/hat 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
Unit 5 of th Practical fund and units Synoptic mea in ph natu mea erro meti estir	velop an derstanding the damental its of lasurement obysics, the ture of lasurement oors, and the ethods to limate sysical antities.	*Understand the use of SI units and prefixes, including converting between different units of the same quantity. *Identify and minimize random and systematic errors in physical measurements, using precision, accuracy, and uncertainty. *Apply knowledge of measurement uncertainties in practical work, including combining uncertainties and representing them on graphs with error bars. *Oevelop skills in estimating physical quantities to the nearest order of magnitude and use these estimates to derive further values.	Through theoretical study, practical work, and data analysis, students will develop a comprehensive understanding of measurements, uncertainties, and error analysis, Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: data analysis project involving the use of SI units and error analysis. This assessment will evaluate the application of measurement concepts in practical scenarios.	Understanding measurements and their errors is crucial for precision in scientific research and experiments. It forms the basis for accurate data collection, analysis, and interpretation, which are essential skills in physics and other sciences.	This builds on your existing skills from KS4 and KS3 This builds forwards gaining a deeper understanding of data analysis and scientific accuracy for university-level physics and research work. This provides an opportunity for collaboration between Science and DT	- Explore the role of accurate measurements in real-world applications like space exploration, healthcare, and engineering. - Project: Analyze data from a simulated experiment to understand error propagation and uncertainty.	- Observations - Critical thinking - Data analysis - Problem-solving - Inquiry - Research - Collaboration - Safety awareness - Experiment implementation

KS5 Success Criteria: Physics



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	Inconsistently recalls basic scientific concepts, terminology, and knowledge.	Shows limited understanding and occasional correct use of scientific terms and knowledge	Demonstrates a good understanding of scientific concepts and knowledge, and uses terminology correctly.	Shows thorough understanding and frequently uses scientific terminology and knowledge accurately.	Consistently demonstrates in-depth understanding and precise use of scientific terminology and knowledge.
AO2 Application of Knowledge and Understanding:	Inconsistently applies knowledge in new contexts and evaluates information.	Occasionally applies knowledge to new situations and performs basic evaluations with guidance.	Applies knowledge to new situations and performs basic evaluations independently.	Frequently applies knowledge effectively in various contexts and demonstrates strong evaluative skills.	Consistently applies knowledge accurately and demonstrates advanced evaluative skills in a variety of contexts.
AO3 Analysis, Evaluation, and Synthesis of Skills:	Inconsistently performs experimental techniques and struggles to interpret and evaluate data.	Performs basic experimental techniques with guidance and occasionally interprets and evaluates data correctly.	Independently performs experimental techniques, interprets data accurately, and begins to evaluate the outcomes.	Demonstrates strong experimental skills, frequently interprets data effectively, and thoroughly evaluates the validity and reliability of results.	Consistently demonstrates advanced experimental skills, accurately interprets data, and rigorously evaluates and improves experimental methods and outcomes.
AO4 Experimental Skills, Investigation, and Scientific Communication:	Inconsistently participates in experiments and investigations.	Performs basic experimental techniques with guidance and occasionally interprets data.	Uses appropriate laboratory techniques and equipment independently.	Demonstrates strong experimental skills and frequently interprets data effectively.	Consistently demonstrates advanced experimental skills and effectively communicates scientific findings and results.

Psychology



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

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

These aims are realised through our curriculum which:

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

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

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

Year 12 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: Unit 1 Introductory Topics in Psychology	This introductory unit explores key aspects of cognitive, social and atypical psychology	How do psychologists do research? What research methods are used & how effective are they in understanding human behaviour? How does memory work? How is human behaviour influenced by others? How is abnormality (mental health disorders) categorized, explained & treated? What are the critical issues & debates within psychology? UAE Link: treatments in UAE & cultural differences	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation the specified Unit 1 content Apply psychological knowledge and understanding of the specified Unit 1 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 1 content Evaluate therapies and treatments in relation to the specified Unit 1 content	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 mock exam. External exam 1st week in January 2024 Measured against A Level grade/assessment descriptors/objectives	25% of A Level 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/me thodology and data analysis/inter pretation from GCSE psychology, science & maths.	Design, conduct, analyse & interpret 3 practical psychological experiments on memory, obadience & CBT. 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: Unit 2	Unit 2 explores key aspects of biopsychology, development end research methods.	What are the different parts of the brain, nervous/endocrine system, how do they work & how does this effect human behaviour? What are cognitions and how do they develop? What are the main theories of cognitive development? What are the main research methods, scientific processes and techniques of data handling and analysis in psychology? What are the strengths & weaknesses of the evidence into biopsychology & cognitive development. UAE Link: universality of biology & development	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation the specified Unit 2 content Apply psychological knowledge and understanding of the specified Unit 2 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 2 content Evaluate therapies and treatments in relation to the specified Unit 2 content.	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 mock exam: External exam in May 2024 Measured against A Level grade/assessment descriptors/objectives	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/me thodology and data analysis/interpretation from GCSE psychology, science &	Design, conduct, analyse & interpret 2 practical psychological experiments on biopsychology and stages of 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 3; Application of scientific skills and introduction to Year 13	Preparation for external exams in May/June. Introduction to Year 13 learning & skills.	What is the difference between Paper 1 & Paper 2 exam? What are my gaps in learning? How can I make improvements to reach my aspirational target grade? What have I learnt this year that is transferable to the wider world? How will Year 13 be different from Year 12? How can I prepare for Year 13? UAE Link: local applications & transition to higher education	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation the specified Unit 2 content. Apply psychological knowledge and understanding of the specified Unit 2 content in a range of contexts. Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 2 content. Evaluate therapies and treatments in relation to the specified Unit 2 content.	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) <u>Summative Assessment</u> : exam style questions and mock exam. External exam in May 2024 Measured against A Level grade/assessment descriptors/objectives		maths.		

Year 12 Success Criteria: Psychology



Success Criteria	Working Below (E)	Working Towards (D)	Working At (C)	Working Above (A-B)	Significantly Above (A*)
A01			20.000	B	
Demonstrate knowledge and	Limited, minimal or no	Some knowledge and	Sound knowledge and	Thorough knowledge and	Sophisticated and highly
understanding of scientific ideas,	knowledge and	understanding	understanding	understanding	focused
processes, techniques and	understanding	20			
procedures	252				
A02					
Apply knowledge and	Limited, minimal or no	Some application of	Can often apply knowledge &	Focused, detailed and	Highly sustained and
understanding of scientific ideas,	attempt to apply knowledge	knowledge & understanding	understanding to given	sustained application of	extensively considered
processes, techniques and	& understanding to given	to given scenarios or	scenarios or contexts with	knowledge & understanding to	application of knowledge &
procedures:	scenarios or contexts.	contexts.	logical links.	given scenarios or contexts.	understanding to given
• in a theoretical context					scenarios or contexts.
in a practical context					
 when handling qualitative data 					
when handling quantitative					
data.					
A03					
Analyse, interpret and evaluate	Limited, minimal or no	Some underdeveloped	Can often	Thorough	Comprehensive and
scientific information, ideas and	attempt to	attempt to	analyse/interpret/evaluate	analysis/interpretation/evaluati	sophisticated
evidence, including in relation to	analyse/interpret/evaluate	analyse/interpret/evaluate	The state of the s	on	analysis/interpretation/evaluat
issues, to:		I metalik siya restektir te 10-a metetek.		1,520	on
make judgements and reach					
conclusions					
develop and refine practical					
design and procedures					

Year 13 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
This unit explores key sepects of schizophrenia, sieup and research & scientific processes	SCHIZOPHRENIA • Symptoms: positive symptoms, including hallucinations and delusions; negative symptoms, including speech poverty and avolition. • Reliability and validity in the diagnosis of schizophrenia, including reference to culture and gender bias, co-morbidity and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Cognitive explanations: dysfunctional thought processing. • Therapies for schizophrenia: typical and atypical anti-psychotic drugs; cognitive therapy UAE Link: treatments in UAE & cultural differences PSYCHOLOGY OF SLEEP • Biological rhythms: circadian, infradian and ultradian. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. • Disruption of biological rhythms: the effects of shift work and jet lag. • The nature of sleep: types of sleep, non-REM and REM. • Functions of sleep: evolutionary explanations; restoration theory; memory consolidation. • Sleep disorders: insomnia, including the role of personality factors and genetics; narcolepsy RESEARCH METHODS (+ Year 12 Research Methods) • Content analysis. • Case studies. SCIENTIFIC PROCESSES • Reliability across all methods of investigation; ways of assessing reliability; rest-retest and inter-observer. • Validity across all methods of investigation; face validity, concurrent validity, predictive validity and ecological validity; the use of correlation in assessment of validity. • Designing and reporting psychological investigations; sections of a scientific report: abstract, introduction, method, results, discussion and referencing. DATA HANDLING AND ANALYSIS • Introduction to inferential testing; the purpose of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Levels of measurement: nominal, ordinal and interval. • Factors affecting the choice of statistical test, including research aim, level of measurement and experimental design. • When to use the follow	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation the specified Unit 3 content Apply psychological knowledge and understanding of the specified Unit 3 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 3 content Evaluate therapies and treatments in relation to the specified Unit 3 content	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: oxam style questions and mock exam. External exam in January 2025 Measured against A Level grade/assessment descriptors/objectives	25% of A Level 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/method ology and data analysis/interpretation from GCSE & Year 12 psychology, science & maths.	Design, conduct, analyse & interpret practical psychological experiments. Present the key findings to the group for feedback.	Research Problem-solving Critical thinking Metacognition Schema building Self-regulation Self-efficacy Evaluation and analysis Team building & collaboration Mathematical

Year 13 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
Unit 4 explores key aspects of scientific approaches , issues and debates and applied psychology.	As this is a synoptic unit, students will be expected to use knowledge and understanding from other areas of the course to illustrate and inform their responses in Sections A and B of Unit 4 SCIENTIFIC APPROACHES IN PSYCHOLOGY Learning approach: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research. Learning approach: social learning theory including mitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain mental processes; the emergence of cognitive neuroscience. The biological approach: the influence of genes, biological structures & neurochemistry on behaviour, genotype and phenotype, genetic basis of behaviour, evolution and behaviour. ISSUES AND DEBATES IN PSYCHOLOGY Free will and determinism: hard and soft determinism: biological and environmental determinism; the scientific emphasis on causal explanations. The nature nurture debate; the relative importance of heredity and environment in determining behaviour; an interactionist approach. Holism and reductionism: levels of explanation in psychology; biological reductionism and stimulus-response (environmental) reductionism. Psychology and science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing. APPLIED PSYCHOLOGY: WORK AND THE INDIVIDUAL Group processes and individuals: social facilitation, social loading: group decision-making: group polarisation, risky shift and groupthink; group membership effects deindividuation and social identity theory, including in-group favouritism and out-group bias. Communication at work: non-verbal communication, including eye contact, facial expression and personal space; cultural universals in facial expression and cultural differences in personal space;	Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation the specified Unit 4 content Apply psychological knowledge and understanding of the specified Unit 4 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 4 content Evaluate therapies and treatments in relation to the specified Unit 4 content.	Through a variety of research/evidence-based tasks and critical enalysis. Assessment of Learning, observation, peer and self-assessment, class discussion and feedback (written & verbal) Summative Assessment: exam style questions and mock exam. External exam in June 2024 Measured against A Level grade/assessment descriptors/objectives	25% of A Level 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/m ethodology and data analysis/interpretation from GCSE & Year 12 psychology, science & 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

Preparation for external exams & developing synopticity

- How can I develop 'synopticity'?
- What are the differences between Paper 1, 2, 3 & 4 exams?
- · What are my gaps in learning?
- . How can I make improvements to reach my aspirational target grade?
- . What have I learnt this year that is transferable to the wider world?
- . How will Year 13 be different from university?
- . How can I prepare for university

UAE Link: local applications & transition to higher education

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation the specified Unit 4 content
- Apply psychological knowledge and understanding of the specified Unit 4 content in a range of contexts
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 4 content
- Evaluate therapies and treatments in relation to the specified Unit 4 content.

Through a variety of research/evidence-based tasks and critical analysis.

Assessment of Learning: questioning, observation, peer and selfassessment, class discussion and feedback (written & verbal) Summative Assessment: exam style questions and mock exam.

External exam in June 2024

Measured against A Level grade/assessment descriptors/objectives

Year 13 Success Criteria: Psychology



Success Criteria	Working Below (E)	Working Towards (D)	Working At (C)	Working Above (A-B)	Significantly Above (A*)
AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	Limited, minimal or no knowledge and understanding	Some knowledge and understanding	Sound knowledge and understanding	Thorough knowledge and understanding	Sophisticated and highly focused
AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.	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.
AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures	Limited, minimal or no attempt to analyse/interpret/evaluate	Some underdeveloped attempt to analyse/interpret/evaluate	Can often analyse/interpret/evaluate	Thorough analysis/interpretation/evaluati on	Comprehensive and sophisticated analysis/interpretation/evaluation









Everyone Counts

Everyone Contributes

Everyone Succeeds



HORIZON INTERNATIONAL SCHOOL

Phone: +971 4 348 3314

General Enquiries: reception@hisdubai.com

Address:

Street 9A, Off Al Wasl Road Umm Al Sheif - Dubai United Arab Emirates Website: www.hisdubai.ae

Facebook: @HISdubai