

KS3 Curriculum Handbook:

Year 9



Academic Year 2025-26





Everyone Counts

Everyone Contributes

Everyone Succeeds





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Introduction

At Horizon International School, we aim to 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 and fast changing world. Our curriculum reflects our belief that *challenge for all* and *inclusivity* are not mutually exclusive ideas.



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

The aim of our curriculum is to challenge and inspire all learners to develop their skills and nurture values through a love of learning so they can responsibly embrace the diverse challenges of tomorrow. Through our curriculum we strive for interconnectedness; making strong links between subjects and disciplines whilst understanding that relationships are key to success.



Across many of our subjects students will build upon the strong foundations of knowledge and skills developed in KS1 and KS2, whilst also having the opportunity to experience specialist subjects introduced at KS3. Our KS3 curriculum builds towards our KS4 and 5 pathways (GCSE, A-Level), with these smooth transitions developing academically successful, well-rounded learners that are able to access their first-choice university or career path.



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

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KS3 Curriculum: A³



Year 7: FutureTech

FutureTech helps you become confident with technology so you can use it in smart and creative ways. You'll learn how to organise your digital world, design and share multimedia projects, and explore how AI can support your learning in a safe and ethical way. The goal is to make you a responsible and creative digital citizen who can problem-solve and work with others.

FutureTech is about giving you the skills you'll need for the future – in school, in work, and in life – so you're ready to succeed in an increasingly digital world.





Year 8: Global Connections

Global Connections is all about exploring the world we live in and how people, places, and cultures are connected. You'll look at identity, history, geography, and your own experiences as part of a global community. We'll think about big issues like sustainability, cooperation, and how the world is changing.

This subject helps you understand different perspectives, think critically, and see how you can play a part in building a fairer, more sustainable future.

Year 9: Learner Intelligence

Learner Intelligence helps you understand how your brain works, how you learn best, and how to manage your emotions along the way. You'll practise skills like thinking about your own thinking, staying focused, and building resilience when things get tough.

This subject is about becoming a more confident, mindful learner so that you can do your best in school now and set yourself up for success in GCSEs, A Levels, and beyond.





These 3 new, unique and innovative subjects are part of the HIS A³ Curriculum, which aims to provide consistent opportunities for our students to develop the Agency, Adaptability and Positive Attitudes that we know will support them in school and beyond.

KS3 Curriculum: A³ – Year 9 Learner Intelligence



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?		
Lea	Intro. to Learner Intelligence – Growth vs. Fixed Mindset	Explain the difference between fixed and growth	By looking at real examples, stories, and case studies about how people's brains change through effort and	To understand that my brain can grow and change, so challenges and mistakes help me improve.		
Unit 1 – The Science of Learning and the Brain	The Learning Brain	mindset Explain how the environment and experience affect the	experience. • By discussing and comparing different mindsets,	 To learn how sleep, exercise, practice, and emotions can affect how well I focus, remember, and succeed. 		
	Neuroplasticity in Action		habits, and learning strategies with classmates.	To recognise that everyone's brain works differently,		
	Neuroplasticity and the Adolescent Brain	brain Explain the difference between brains and how this	By watching short videos, using simple experiments or quizzes, and reflecting on my own learning style. By practising activities where I apply growth mindset	and that finding the right strategies makes learning easier. • To prepare myself with the skills and habits I'll need		
	Neurodiversity	impacts learning	language, design brain-healthy routines, and explore how different learners succeed.	to thrive at GCSE, A Level, and beyond.		
Unit	Memory Basics	Understand different types of	By using simple memory models and diagrams to see	To understand how memory actually works so I can		
_ N	Attention and Focus	memory and how they work using a model	how information moves from short-term to long-term memory. By trying out memory strategies like quizzes (retrieval practice), study timetables (spaced practice), and visuals (dual coding). By experimenting with different note-taking methods and reflecting on what works best. By discussing everyday examples of forgetting and	study in smarter, not harder, ways. To learn proven techniques that boost revision, recall, and exam performance. To avoid common study mistakes (like cramming) that waste time and cause stress. To build habits that make me a more independent, confident learner in every subject.		
- Memory and H Learn Effectively	Why We Forget	Apply strategies such as retrieval practice, spaced practice, and dual coding. Recognise why we forget and how to reduce this.				
Memory arn Effec	Retrieval Practice					
and	Spaced Practice					
How	Dual Coding	Develop effective note-taking				
8	Effective Note Taking	and study habits.	exploring practical ways to overcome them.			
Unit Techn	Intro: Technology and the Mind	Explain how technology affects the way we think and learn	By exploring case studies and real-world examples of how phones, apps, and social media change the way people think and learn.	To understand the hidden ways technology influences attention, memory, and thinking. To learn how AI can both support and challenge human		
Unit 3 – The Psychology of Technology, Al and Decision	Al and Human Decision Making	Explain how Al effects human decision making Evaluate how Al should be	By experimenting with generative AI tools and comparing human vs. AI decision-making in small tasks. By discussing ethical dilemmas and classroom scenarios	choices, so I can use it wisely. To practise evaluating new tools critically rather than just accepting or rejecting them.		
	Al, to Aid or Replace?	used effectively to enhance learning	where Al could help — or hinder — learning. By working in groups to evaluate different viewpoints and suggest guidelines for effective Al use in education.	To prepare for a future where digital literacy and Al- awareness are essential skills for study, work, and life.		
y of ision	Al and Ethics					

KS3 Curriculum: A³ – Year 9 Learner Intelligence



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?		
Unit	Intrinsic vs. Extrinsic Motivation	Explain the difference between intrinsic and	By exploring real-life examples and stories that show the difference between being motivated by rewards vs. personal	To understand what really drives my effort and how I ca take control of my own learning.		
4 – Understa Motivation	Goal Setting and Self Regulation	extrinsic motivation Set personal learning goals and monitor progress	interest. • By setting small, personal learning goals and tracking my own progress over time.	To discover strategies that keep me motivated even when work is challenging or long-term. To learn how to set and achieve personal goals, building		
	Rewards and Behaviour	Evaluate how rewards and	By experimenting with different kinds of rewards and feedback to	confidence and independence.		
anding	Rewards and Behaviour HIS Project	consequences affect motivation	see how they affect effort and focus. By reflecting in discussions or journals about what motivates me most in school and beyond.	To use the science of motivation to become more resilient, adaptable, and positive in my studies and daily life.		
Unit	Verbal vs. Non Verbal Communication	Explain the difference between types of	By comparing different types of communication (spoken, written, digital, non-verbal) through examples and role-play.	To understand how communication goes beyond words and how I can use it more effectively.		
S-T	Active Listening	communication Demonstrate active listening	By practising active listening in group discussions and reflecting on how it changes collaboration.	To build skills that help me work better in groups, resolve misunderstandings, and connect with others.		
Unit 5 – The Psyc Communication Languag	Body Language Basics to Succeed	in group tasks • Explain how body language	By analysing short video clips or real-life examples to see how body language shapes meaning.	To gain confidence in expressing my ideas clearly in class, exams, and future work situations.		
ychology of n and Body ige	Public Speaking Skills	affects interactions Use strategies for effective public speaking	By preparing and delivering short presentations, using strategies to improve clarity, confidence, and presence.	 To prepare for leadership roles, interviews, and public speaking opportunities by learning how to communicate with impact. 		

	Books and Stories	Documentaries and Films	Interactive Resources and Websites	Enrichment Ideas
Exploring Further	You Are Awesome – Matthew Syed → inspiring and accessible for teenagers about mindset and resilience. The Brain: The Story of You – David Eagleman (selected extracts, illustrated sections). Make It Stick – Brown, Roediger & McDaniel (simplified chapters on memory). Hello World – Hannah Fry (human decision-making in the age of AI). Short story collections with themes of identity, communication, and choices (e.g. The Book of Hope by Jane Goodall for motivation and resilience).	National Geographic's Brain Games (fun challenges linked to memory, attention, perception). BBC Horizon: How Does Your Memory Work? (memory and forgetting). Inside the Mind (various episodes on decision-making and motivation). The Social Dilemma (Netflix – selected ageappropriate clips on tech influence). TED Talks: Carol Dweck on growth mindset, Angela Duckworth on grit, Amy Cuddy on body language.	LearningScientists.org (student- friendly strategies: retrieval, spacing, dual coding). Quizlet (self-testing and flashcards for spaced practice). MindsetWorks.com (growth mindset activities). FutureLearn short courses (intro to psychology, motivation, neuroscience). Common Sense Media's Digital Citizenship resources (tech and decision-making).	Brain Journal → track personal learning, motivation, and tech habits weekly. Memory Experiments → run simple class tests (e.g. retrieval vs. rereading). Al Debate → "Should Al decide who gets a job/interview?" Body Language Workshop → practise delivering a 1-minute talk with feedback. Personal Motivation Project → set a learning goal, plan steps, and present progress after 6 weeks. Cross-curricular link → tie motivation and mindset work to PE (sports psychology) or English (persuasive speech practice).

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 وعاداتها.
- اكتساب وتطويرمهارات اللغة العربية الأربع لدى الطلاب، وتمكينهم من المشاركة في المحادثات والمناقشات والمناظرات حول مواضيع مختلفة. وسيشجع ذلك على المشاركة النشطة ويوفر فرصًا للطلاب للتعبير عن آرائهم وأفكارهم باللغة العربية.
 - استكشاف مجموعة من النصوص العربية الأصيلة، مثل الأدب والمقالات الإخبارية والقصائد. سيؤدي ذلك إلى تعزيز مهاراتهم اللغوية مع تعريضهم لأتواع وأساليب مختلفة من الكتابة العربية بالإضافة لتطويرمهارات التفكير النقدى لديهم.

سيتم تحقيق أهداف مناهجنا الدراسية من خلال:

- مجموعة من الأنشطة ، مثل أنشطة اللغة التفاعلية داخل الصف، والقراءة ، وكتابة المقالات ، والعروض التقديمية الشفوية ، وممارسة اللغة الفصيحة في التحدث مع 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 والأفَّلام 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 والتدفيق 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 9 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links
Term 1: أعظم نعمة نص أدربي قصة خارجيّة نص أدربي قصة خارجيّة نص أدبي قصيدة من تجارب الحياة التشبيه :درس بلاغة مسافر من :نص أدبي الدرجة الثالثة عبرية عبرية الثالثة عبرية الثالثة المرتّف الادّعاء :نص استماع المرتّف تصب المضارع :نحو كتابة مقالة	1.3.2 أن يقرأ المتعلم نصوصًا متنوعة ويحُللها ويقيّمها، ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم المحورية، والرسائل المتضمنة في الأعمال الرئيسية والتفاصيل الرئيسية والتفاصيل والرسالة العامة أو والرسالة العامة أو المقدمة في النصوص الأدبية	ما الضوابط التي تصنف النصوص من خلالها؟ ما أنواع النصوص حسب نوعها؟ باستخدام المعجم؟ تكون عضوا صالحا وفعالا في مجتمعك؟ حرصت دولة الإمارات ما يكون الجميع فيها بناء المجتمع، يشعر بناء المجتمع، يشعر مؤسسة.	1.3.2 أن يقرأ المتعلم نصوصًا متنوعة ويخُللها ويقيّمها، ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال 1.2.2 أن يحدد المتعلم الفكر الرئيسية والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسية والرسالة العامة أو الدروس المقدمة في النصوص الأدبية	http://www.almaany. com/ar/dict/ar-ar/ 1- استراتيجية التعليم المباشر: عن طريق السؤال الموجود النص 2- استخدام الرابط الموجود بالأعلى للبحث عن معاني بالأعلى للبحث عن معاني 2-ترك زمن محدد في الحصة للقراءة الصامتة . - استراتيجية المناقشة والحوار حول المقال بصورة عامة . عامة والحوار حول المقال بصورة المقارنة بين نص ونص آخر المقارنة بين نص ونص آخر	أن يحدد المتعلم الفكر الرئيسة والتفاصيل، أو الرسالة العامة. أن يحدد جوانب معينة من النص الأدبي، ويقهمها، ويحلل عناصر النص، واختيار المؤلف للكلمات والأساليب.	يعزز معرفة الطالب بأنواع النصوص المختلفة حسب النوع؛ مما يساعده في الغريق بين النصوص، ومعرفو نوع كل نص. كما يستعده أيضا في كتابة أو وصفيا إلى غير ذلك. أو وصفيا إلى غير ذلك. معرفة استنتاج الفكرة معرفة استنتاج الفكرة من النصوص، والرسالة العامة من النص.

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Year 9 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links
Term 2: بأخلاقنا نسمو مقال عن قوة الشباب قصة خارجية قصة طه من كتاب الأيام نحو الأفعال الخمسة نص تفسيري كيف تخطط لمستقبلك نص استماع: العنقاء نوحي وقلبي قصة لعله خير نحو النعت	يحلل المتعلم النص الشعري، مع تحديد الدلالات الإيحائية والمجازية في النص. أن ينثر الطالب النص الشعري بأسلوبه. أن يحدد المتعلم الفكرة الرئيسة والأفكار الفرعية في النص.	كيف تحيا حياة سعيدة؟ ما أهم الأخلاق التي يجب التمسك بها كي يصبح ما أهم الأخلاق في نظرك التي بدونها يصبح المجتمع يعيش وكأنه في غابة؟ لماذا برأيك يعيش المجتمع في دولة الإمارات سعيدا راقيا متماسكا؟	- أن يحدد الطلاب الدلالات الإيحاثية والمجازية في النص الشعري - أن ينثر الطلاب النص الشعري في صورة	1- نشاط التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان القصيدة. أو 2- استراتيجية نحو النص: شاهد فكر - انقد عن طريق عرض صور الما علاقة بالدرس والسؤال عنها لتوضيح عنوان الدرس خصائص الشعر . 3- استراتيجية مهارة البحث عن خصائص الشعر . 6- استراتيجية الفهم العام للنص: عن طريق أسئلة شفوية وعصف غن طريق أسئلة شفوية وعصف ذهني حول النص والعاطفة الذي قيلت فيه	يحُد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن موضحًا ما يتميز به كل نوع. 4.1.2.2 فصة قصيرة ،مسرحية) إلى عناصره الفنية، موضحًا فكرته التقانة في نشر ما كتبه عبر مواقع التواصل الاجتماعي على الشبكة المعلوماتية.	استراتيجية الربط بالمواد وتتم عن طريق أسئلة ربط بالإسلاميات والدراسات الاجتماعية وعن طريق وشعر من التراث يتوافق مع ما جاء في النص الربط بين الدرس والثقافة الإماراتية والحياة العملية.

Year 9 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links
Term 3: مقالة :كيف نجعل الانترنيت أكثر للجميع درس نحو العدد درس نحو العدد الريش قصّة الوجه الآخر للكاتب على أبو درس نحو المفعول لأجله نص إقناعي : القراءة نور العقل و القلب	1.3.2 أن يقرأ المتعلم نصوصًا متنوعة ويخللها ويقيمها، ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المتضمنة في الأعمال المتضمنة في الأعمال أن يحدد المتعلم الفكر أن يحدد المتعلم الفكر الرئيسية والتفاصيل توضيح الفكرة الرئيسية والرسالة العامة أو النروس المقدمة في الرسالة العامة أو النصوص الأدبية	ما الفرق بين القصة والرواية؟ وهل تحب قراءة القصص أم الروايات؟ وما أعظم وأهم ما تعلمته مما قرأت مؤخرا؟	* يتعرف المتعلم تقنيات والوصف والحوار في الكتابة القصصية، مميرًا بينهم أن يكتب تلخيصًا عن الفصول 1- ومضحًا فكرتها. وحدد الخصائص الفنية التي تميّز الرواية من القصة والمسرحية وفن السيرة.	البحث في موقع المعاني لتفسير المفردات. http://www.almaany.co m/ar/dict/ar-ar/ 1- يتم عرض فيديو للتمهيد للرواية ومناقشة الطلاب فيه الحصة 3- تحضير الطلاب للفصول قبل الأدب العربي 6- إجراء اختبار ختامي قصير الطلاب من خلال ورقة عمل أو العبة	يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن موضحًا ما يتميز به كل نوع. يحلل المتعلم نصًا نثرياً (رواية، قصة قصيرة ،مسرحية) إلى عناصره الفنية، موضحًا	ما المشترك بين القيم الإماراتية والقيم التي وردت الرواية؟ ما القيم التي وردت في الرواية وأكد عليه ديننا الإسلامي؟



Year 9 Success Criteria: Arabic A

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
مهارة الغراءة يحدد الفكر الرئيسة أو الرسالة العامة، والدروس المستفادة من التصوص	يحقد المعلى الإجدالي للثمن، موضحا الفكر الرئيسة	يحدد المعنى الإجمالي للنص، موضيحا الفكر الرئيسة، ومفسر ا كلمات النص الشعري.	يحلل الشفسنيات من خلال أفكار ها واقوالها وأفعالها.	ينتبع السرد والوصف والحوار في القصمة، موضحا وطائفها التي توديها في النص	يقار ن بين نصين أدبيين(قايم/حديث) يشتر كان في موضوع و تحد من حيث اللغة والأسلوب.
مهارة الكتابة يكتب نصوصا تعبر عن فكرة مركزية، ونظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية، من خلال مواحل الكتابة.	يكتب نصوصا تعكس وجهة نظر متماسكة، وأتلة منطقهة	يكتب تصوصا تعكن وجهة نظر متماسكة، وأنلة منطقية، ويدعم وجهة نظره بالقباسات وأراه أصحاب الاختصاص.	يكتب سورا ذاتية أو غيرية، ونصوصنا سرنية مطبقا استر اتيجيات السرد والوصف والعوار	يكتب استجابات شخصية للنصوص الأدبية اللي يقرؤها، مظهرا تفسير اوتحليلا لأبعاد النصل.	يكتب نصوصا القاعرة، مقدما وجهة نظر في قصية أو موضوع، مدعومة بأنلة داعمة.
مهارة التحدث يعرض نصا معلوماتيا باشكال مرنية، وياستخدام الوساتط المتعددة	يقم عرضا تقنيميا عن وجهة نظر شخصية.	وقدم عرضا تقديميا مطوماتها بطرائق واضحة ومنطقية، موظفا الكامات المناسبة، معتمدا على تقوع الجعل اللغوية التي تناسب الموقف، مظهرا فهمه للموضوع، مستخدما اللغة العربية القصيحة	يعد وينشئ قصة ويقدمها مستخدما عناصر القصة الأسلسية، ومورز المكان والحبكة، ومستخدما أليات الكلام المتضمنة: مديط التنفيم ووضوح الصوت والاتصال البصري	يقدم المتعلم متعارنا مع زميل له عرضنا تقديميا عن تطور الأحداث في قصنة مقررة، مبديا رأيه، وداعما له بالأدلة.	وستخدم مستقلا محتويات وسائل الإعلام الرقمي، والرسومات العرفية البيانات لمنافشة حادثة تاريخية
مهارة الاستماع يحدد مضمون النص المسموع، والفكرة الرئيسة، والأفكار الغرعية، ويطل المادة المسموعة، محدد العلاقات بين لجزاء النس، مفاضلا بين الإراء.	يخمن معاني الكلمات غير المعروفة في النص المسعوع	يخمن معالى الكلمات غير المعروفة في النص المسموع، محددا الإيماءات والإشارات وتعييرات الوجه التي وطفها المتحدث لتثبية المعاني والأحاسيس.	يحدد مجاني العيارات الواردة في النص المسموح، والرسائل المضمنة.	يحلل المانة المسموعة كالمقال، محددا الملاقات بين أجزاء النص، مفاضلاً بين الأراء.	يستمع إلى نص يتحمن أراه متحدة عن موضوع يتصل وقضية اجتماعية -وطنية. إسائية موازنا بين أراه المتحدثين مبنيا رأيه يصراحة وموضوعية.
مهارة القراعد يتعرف العقاهيم النحوية والمسرفية: ويستخدمها استخداما صحيحا.	يتعرف المفعول له والأسماء الفعسة، ويعربهما ويوظف المفعول له في جملة واحدة من عنده، ويوظف اسمين من الأسماء الفعسة في جملتين.	يتعرف المفعول له والأسعاء الغمسة، ويعربهما ويوظفهما، المفعول له في جملتين، ويختار ثلاثة أسعاء من الأسعاء الخمسة ويوظفهن في ثلاث جمل من عنده	يتحرف المفعول له والأسعاء الغمسة، ويعربهما ويوطفهما، يوطف المفعول له والأسعاء الغمسة في ققرة من عنده لا نقل عن 30 كلمة.	يتعرف النفعول له والأسماء القعسة، ويعربهما ويوطقهما، يوطف المقعول له والأسماء القعسة في فقرة من عنده لا نقل عن 40 كلمة.	يتعرف المقعول له والأسماء النعسة، ويعربهما ويوظفهما، يوظف المقعول له والأسماء الخمسة في فقرة من علاء لا تقل عن 50 كالمة.

Arabic B



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

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

These aims are realized through our curriculum which:

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

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

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

Year 9 Curriculum: Arabic B



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
term 1.1 Education	Describing educational stages and the number of years in each stage. Explaining subjects studied at each stage and personal preferences with reasons. Discussing popular universities, their requirements, and skills needed. Choosing subjects based on intended specialization. Using adjectives, sequencing words, and descriptive language to describe educational paths.	How can I describe the different educational stages clearly? How can I explain my subject preferences and choices for future studies? How can I compare universities and describe the requirements and skills needed for my chosen specialization?	I can analyse spoken and written information about education stages and university requirements. I can discuss my educational stage, favourite subjects, and compare university options with reasons, I can write a structured report about my education, subjects, university choices, and preferences. I can use adjectives and sequencing to describe education stages and requirements. I can create visual charts, mind maps, or presentations showing education stages, subjects, university options, and skills for each specialization.	Learning new vocabulary for subjects, stages, and university terms. Reading and analyzing informative texts about education systems. Participating in discussions and dialogues about students' favorite subjects and future plans. Using brainstorming, critical thinking, and collaborative skills to explore education pathways.	Understand the structure of the education system and university requirements. Make informed decisions about subjects and specializations. Express opinions clearly about educational preferences. Develop skills in speaking, listening, reading, and writing. Use critical thinking and collaboration to plan future educational paths.	English / Language: Reading, writing, speaking, and listening about education. Ute Skills / Personal Development: Making informed decisions, planning future studies, expressing preferences. Career Guidance / Social Studies: Understanding universities, requirements, and career paths. Critical Thinking, & Collaboration: Comparing educational options and sharing opinions. Cross-Curricular Links: Linking language skills with personal development and career guidance.	Project Based Learning: Students can create a visual chart or poster showing educational stages, subjects, university options, and skills required. Wider Reading: Students can read articles or watch videos about universities, admission requirements, and subject choices. Further Exploration: Students can interview family, friends, or older students about university experiences and present findings.	Critical Thinking: Analyze education stages, subjects, and university requirements. Collaboration: Discuss subjects and university options with classmates. Communication: Discuss to communication: Discussible education and preferences clearly. Creativity: Create charts, mind maps, or presentations on education paths. Self-Management: Plan and organize learning effectively.
term 1.2 Personal Biography	identify and organize personal information, skills, and experiences. Explain education and qualifications. List work, internship, and volunteer experiences. March skills and experiences to professions. Use adjectives, action verbs, and professional language effectively.	Flow can I create a CV that clearly presents my personal information, skills, and experiences? How can I organize educational and work experiences effectively to match job requirements? How can I describe my skills and experiences to improve my opportunities in the job market?	I can analyse CVs to identify key elements and structures. I can evaluate sample CVs and job descriptions for relevance. I can present my CV orally, explaining skills and experiences. I can write a professional CV tailored to a career, I can use action verbs and professional language accurately. I can create a visually appealing CV or portfolio	Learning new professional vocabulary for jobs, skills, and experiences. Reading and analysing sample CVs and professional profiles. Percoipating in discussions and peer review of CV drafts. Using brainstorming, critical thinking, and collaborative skills to design and improve CVs.	Prepare for future careers and employment opportunities. Understand how to present personal information, skills, and experiences effectively. Develop professional writing, speaking, and presentation skills. Use critical thinking and creativity to enhance employability. Make informed decisions about career pathways.	English / Language: Reading, writing, speaking, and listening about professional documents. Career Guidence / Life Skills: Creating CVs, understending job requirements, and career planning. Critical Thinking & Collaboration: Comparing CVs, peer assessment, and feedback. Cross-Curricular Links: Linking language, personal development, and career readiness skills.	Project Based Learning: Students can create a professional CV or portfolio tailored to a chosen career. Wider Reading: Students can read articles or watch videos about career preparation, resume writing, and workplace skills. Further Exploration: Students can interview professionals or family members about their career paths and CVs and present their findings.	Critical Thinking: Analyse CV examples, evaluate relevance of information, and improve content. Collaboration: Work with peers to give and receive feedback on CVs. Communication: Present personal information, skills, and experiences clearly and professionally. Creativity: Design a visually appealing CV or portfolio. Self-Management: Plan, organize, and compliete a professional CV project effectively.

Year 9 Curriculum: Arabic B



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 2.1 Future Plans	Set personal, educational, and career goals. Explain strategies and steps to achieve goals. Understand personal and societal contributions. Use critical thinking to evaluate options. Express goals and plans clearly.	How to identify and prioritize personal, educational, and career goals. How to plan and take steps to achieve goals. Why personal development and contributing to society matter.	I can analyse personal and professional plans to identify key strategies. I can evaluate options and justify my choices. I can design a detailed action plan with steps, resources, and timelines. I can present my goals and plan clearly, explaining reasoning and outcomes. I can anticipate challenges and propose solutions. I can reflect on my skills and values to align plans with personal and societal benefits.	Learning vocabulary and expressions for goals, planning, and success. Reading and analysing examples of successful goal setting and career planning. Participating in discussions, brainstorming, and peer feedback about personal plans. Using critical thinking and collaboration to create effective action plans.	Develop the ability to set and achieve realistic personal, educational, and career goals. Understand the importance of planning for personal growth and societal contribution. Improve decision-making, communication, and problemsolving skills. Build awareness of responsibility, self-management, and perseverance.	English: Personal and career planning (reading, writing, speaking, listening).Life Skills: Goal setting, self-management, and social responsibility. Career Guidance: Exploring careers and contributing to society. Critical Thinking & Collaboration: Evaluate options, plan steps, and work with peers. Cross-Curricular Links: Connect language skills with personal and career development.	Project Based Learning: Students can create a personal action plan poster or portfolio showing goals, steps, and timelines. Wider Reading: Students can read articles or watch videos about successful goal setting, careers, and personal development. Further Exploration: Students can interview professionals, mentors, or family members about their future planning strategies and present findings.	Critical Thinking: Analyse options and plan to achieve goals. Collaboration: Work with peers and give feedback. Communication: Express goals and plans clearly. Creativity. Design visual plans or portfolios. Self-Management: Organize and carry out personal plans effectively.
Jerm 2.2 Cinema and TV	Identify and classify film, series, and TV genres. Share opinions on favourites with reasons. Describe where and how they watch media. Use adjectives to describe films and shows. Compare media and discuss their impact.	How to identify and describe films, TV shows, and programs. How to explain preferences and reasons for liking them. How to compare media and discuss their impact on viewers	I can analyse films, series, and programs to identify genres, themes, and features. I can evaluate and justify my preferences. I can write reviews or summaries highlighting key elements and opinions. I can present favourite films or programs and explain why I like them. I can compare media and reflect on their impact on viewer	Learning new vocabulary and expressions related to films, TV shows, and programs. Reading and analysing reviews, summaries, and media guides. Participating in discussions and debates about favourite films or series. Using critical thinking and collaboration to create summaries, comparisons, and presentations.	Develop the ability to discuss preferences clearly and persuasively. Understand different types of media content and genres. Improve skills in speaking, listening, reading, and writing about media. Use critical thinking and creativity to evaluate and present opinions. Explore cultural, social, and entertainment aspects of films and TV programs.	English / Language: Reading, writing, speaking, and listening about films and media. Media / Social Studies: Understanding genres, cultural influence, and media content. Critical Thinking & Collaboration: Comparing opinions, reviewing media, and discussing preferences. Cross-Curricular Links: Linking language skills with media literacy and cultural studies.	Project Based Learning: Students can create a poster, chart, or presentation showcasing film genres, personal favourites, and viewing habits. Wider Reading: Students can read articles or watch reviews about different films and TV programs. Further Exploration: Students can interview family or friends about their favourite films or series and present findings.	Critical Thinking: Analyse and evaluate films and TV programs. Collaboration: Discuss and share opinions with peers. Communication: Express opinions and recommendations clearly. Creativity: Create visual presentations or posters. Self- Management: Plan and organize tasks effectively.

Year 9 Curriculum: Arabic B



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 3 "My Favourite Movie and Series"	identifying title, duration, timing, and place of viewing. Listing main characters and actors. Expressing opinions about the movie or series. Writing a summary highlighting key events and personal reflections. Using adjectives and descriptive language to make reviews more expressive.	How can I clearly describe my favourite movie and TV series, including key details and characters? How can I express and justify my opinion about the movie or series? How can I summarize a movie or series in a clear and engaging way?	ican analyse the plot and characters of my favourite movie or series to identify key points and themes. I can evaluate my movie or series, giving reasons for my preferences and opinions. I can write a structured summary of a movie or series, highlighting important events and main characters. I can present my favourite movie or series orally, explaining key details and expressing my opinion persuasively. I can compare my favourite movie or series with others, reflecting on differences in plot, characters, and style. I can create a visual poster, chart, or digital presentation showing the summary, main characters, and personal review of my favorite movie or series.	Learning vocabulary and expressions for films, series, characters, and reviews. Reading and analysing reviews, summaries, and media guides. Participating in discussions and debates about favourite movies or series. Using critical thinking and collaboration to create summaries, comparisons, and presentations.	Develop the ability to describe and express opinions clearly and persuasively. Improve speaking, listening, reading, and writing skills. Use critical thinking and creativity to summarize, compare, and present media. Explore storytelling, character analysis, and media literacy.	English / Language: Reading, writing, speaking, and listening about films and series. Media / Cultural Studies: Understanding plot, characters, and narrative structure. Critical Thinking & Collaboration: Comparing opinions, summarizing plots, and discussing media. Cross-Curricular Links: Linking language skills with media literacy and cultural studies.	Project Based Learning: Students can create a poster, chart, or digital presentation summarizing their favourite movie or series. Wider Reading: Students can read reviews, watch trailers, or read plot summaries of different films and series. Further Exploration: Students can interview friends or family about their favourite movies or series and compare results.	Critical Thinking: Analyse plots, characters, and themes Collaboration: Work with peers to discuss and share opinions. Communication: Present opinions and summaries clearly and persuasively. Creativity: Design visua presentations or posters about the favourite movie or series. Self-Management: Plan and organize summaries, presentations, and reviews effectively.

Year 9 Success Criteria: Arabic B



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

Art and Design



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

- Are equipped with the necessary skills to become future strong, creative thinkers, 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 9 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	Learning Skills
Term 1:	Fine Art using mixed media. Start word Thood Students to be ale to communicate a thought or feeling through their artwork.	What kind of mood are you communicating through your artwork? Cultural social Moral Education, Equality, fairness and justice through art. Perspective from around the world. Cultures and societies we live in.	To understand how colours affect mood. To develop artist analysis using Edward hooper as the inspiration. To understand how to mix tints and tones affect colour To understand how to set a scene in photography and how lighting can change the 'mood' To present a personal and meaningful response.	Through exploring the artist, Edward Hooper. Students will develop their understanding of artist analysis and colour theory, in relation to mood. Assessment for Learning. How have you used the Artist to inform your own ideas, How have you mixed tints and tones to portray 'mood' How have you used the grid method to ensure accuracy when drawing and painting. Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To understand how to respond to the world around you and present a personal and meaningful response to the start word; mimicking an art exam. To develop knowledge of the Art Formal Elements and applying it to their own original ideas.	This builds on Fine art skills in previous SOL. E.g. grid method, colour theory, photography. This builds towards independence as all students will present their own personal response. This provides an apportunity for collaboration between Artists / photographers/digital editors between the class.	Design Create Analyse Masking Artist research Art history	Critical thinking Creativity Collaboration Problem-solving Adaptability Analysis Contextual research Calour theory Observational drawing Photography Research Design Thinking
Term 2/3	Project building with a timeframe to mimic GCSE. Start word "light and Dark". Developing pathways for GCSE choices	How can you independently develop a project from a start word. Students to develop their own art specialism (fine art, textiles, 3d) Cultural social. Moral Education, Equality, fairness and Justice through art. Perspective from around the world. Cultures and societies we live in.	To understand how to develop a project from the start word. To develop your own personal and meaningful response through your chosen media. To research and respond to working artists and the world around you.	Through exploring working artists and seeing a variety of ways in which you can communicate your idea., e.g 30, Fine Art, Textiles, Fashion. Assessment for Learning How have you developed your idea? How have you developed your idea? How have you taken inspiration from Artists and Designs to inform your own original idea? How have you presented a personal and meaningful response? Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with techniques and process developed from KS3. E.G Clay, Wire, sewing , painting, printing, To inform their own ideas.	This builds on mastering of chosen art pathway. This builds towards independence and project/ coursework building for KS4. This provides an opportunity for collaboration between students and working Artists to visually see how their work can influence others.	Design Develop Researching Exhibitions Film Photography	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resillence

Year 9 Success Criteria: Art and Design



Success Criteria	Working Below	Working Towards	Working At	Working Above	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. Refloements are deliberate and enhance the quality, meaning, or impact of the work. Multiple alternatives are explored, demonstrating strong problem-solving skills. Outcomes are highly controlled, polished, and show technical excellence.	Materials, techniques, and processes are used expertly and with confidence. Refinements are precise, purposeful, and consistently improve the quality, meaning, or impact of work. A wide range of alternatives is explored thoughtfully, demonstrating exceptional problem-solving and creative risk-taking. Outcomes are polished, technically outstanding, and show mastery of chosen media.
AO3 Record ideas and observations	Recording is inconsistent, rushed, or incomplete. Observational work is inaccurate or lacks detail. Struggles to annotate or explain thought process effectively. Visual and written evidence does not show clear progress.	Record observations with greater accuracy and detail (drawing/photography/notes). Annotate to explain your thinking — why you made certain choices. Keep evidence of progress so your sketchbook clearly shows your journey. Try to include both visual recording (drawings, photos) and written reflections.	Ideas, observations, and insights are recorded with accuracy and some detail. Annotations explain thinking and show awareness of strengths and weaknesses. Visual recording (drawings, photos, notes) supports the development process. The sketchbook shows a clear journey from initial research to outcome	Observations and recordings are detailed, perceptive, and highly accurate. Annotations are thoughtful, reflective, and critically evaluate strengths and areas for development. Sketchbooks/journals show clear progression, experimentation, and creative thinking. Evidence shows independent research and insight beyond what is taught.	Observations and recordings are exceptionally detailed, perceptive, and accurate. Annotations are reflective, evaluative, and critically articulate reasoning, choices, and insights. Sketchbooks/journals show continuous progression, inventive experimentation, and independent thinking. Research demonstrates depth, independence, and originality beyond age-level expectations.
AO4 Present a personal body of work	Final piece(s) lack coherence with earlier studies. Presentation is rushed, incomplete, or poorly organised. Outcomes do not clearly communicate personal intentions. Little sense of a journey from research → development → 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.

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 9 Curriculum: Computing



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Resilty & Ai	This unit will explore the features and development of virtual, augmented and mixed reality	How do virtual, augmented, and mixed resilty technologies impact our daily lives and shape our future? UAE Link: Exploring how advancements in technology and virtual reality have impacted various sectors in the UAE, such as tourism, education, and entertainment	Define and differentiate between virtual, augmented, and mixed reality bechnologies Explore the history and development of virtual, augmented, and mixed reality technologies Create a basic virtual or augmented reality experience Analyse the ethical considerations surrounding the use of virtual, augmented, and mixed reality in various industries and applications	Through exploring the different types of reality technologies, conducting research and analysis to design your own reality experience. 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.	To understand the potential impact of these technologies on various industries and society as a whole and to gain insight into the practical applications of the technologies and their potential uses	This builds on your existing knowledge about digital communities from Year 7 This builds towards gaining a deeper understanding of computer systems and networks in KS4 aGCSE and A Level This provides an apportunity for collaboration between Art, Science, and Humanities	Design and create a virtual museum exhibit Create a mixed reality scaverage hunt Develop an educational virtual reality experience Design and build a virtual reality environment	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: Hardware / Networks	This unit will explore the essential hardware components of a computer system and the fundamentals of computer networks. Students will gain insight into how data is transmitted, stored, and accessed through different types of networks.	How do hardware components and network systems enable modern digital communication and information sharing in today's world? LIAE Link: Linderstanding how network infrastructure supports the UAE's ament cities, digital government services, and nationwide fibre-optic connectivity.	identify key components of a computer system (CPU, RAM, storage, I/O devices) Understand the purpose and function of system software Define and compare different types of networks (LAN, WAN) Understand how data is transmitted (packets, IP addresses, protocols) Espiore wired vs wireless connections and transmission media Learn basic network topologies (bus, star, mesh)	Through project-based learning activities that involve designing and creating games 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.	To understand how digital systems function and communicate across the world. Knowledge of networking is essential for careers in cybersecurity, IT support, software development, and systems engineering.	This builds on your existing knowledge about game design programming from KS2 This builds towards gaining a deeper understanding of gamification in Year 9 and programming concepts in KS4 IGCSE and A Level This provides an opportunity for collaboration between Science and Maths	Create a visual map of a school or home network Compare different types of internet connections in the UAE (e.g. fibre vs mobile data) investigate IP and MAC addresses and their roles Explore how the internet and cloud comparing work Use simulations like Cisco Packet Tracer to model network topologies	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
Term 3: Python	This unit will explore the web design and high level computer programming in industry	How can we use web development and programming to solve real-world problems and improve our daily tives? UAE Link: As the UAE is rapidly advancing in technology and digital transformation, knowledge of HTML can be valuable for future careers in web development and related fields	Understand the concepts of robotics and artificial intelligence Understand the principles of robot locomotion Understand the basic programming concepts such as data types, and control structures Understand the principles of robot design and construction Understand the difference between narrow and general artificial intelligence Understand the concepts of image recognition Understand the ethical issues related to robotics and artificial intelligence	Through practicing coding and solving real- life problems related to web development and software programming. 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	HTML and Python are essential coding languages in the tech industry. This can lead to many career opportunities, as web development and software programming are in high demand in today's digital age, by learning these coding inaquages, you will be equipped with a valuable skill set that can help you stand out in the job market and increase your career prospects	This builds on your existing knowledge about programming concepts from Y8 game design and programming. This builds towards gaining a deeperunderstanding of programming concepts in KS4 IGCSE and A Level. This provides an apportunity for collaboration between Science, Mathematics, and Design Thinking.	Create a simple web page with HTML to introduce a topic of interest. Create a survey or quiz web page with HTML forms that collects user input and displays the results in a graphical format. Create a simple test-based adventure game using Python. Create a program that reads data from a file, performs some manipulation, and writes the results to a new file.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resillence Planning Organisation Creativity

Year 9 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Understand different types of reality technologies		Can describe the differences between VR, AR, and MR with some accuracy	Can explain and compare VR, AR, and MR with relevant examples	Can analyse the advantages and disadvantages of each technology in real-world use	Can critically evaluate the future potential and limitations of VR, AR, and MR in various industries
Explore history and development of reality tech	Has limited knowledge of when or how VR/AR were developed	Can describe key milestones in VR/AR history with support	COMMAND OF THE PARTY OF THE PAR		Can critically analyse trends and predict future developments in VR/AR/MR
Create a basic VR/AR experience	Can follow instructions to create a very simple AR/VR demo	Can create a basic VR/AR scene with limited interactivity	Can independently create a working VR/AR experience with clear functionality	experience with interactive elements and user-friendly design	Can design innovative, complex VR/AR experiences that solve real- world problems or explore creative storytelling
Analyse ethical and social issues of reality tech		Can describe some ethical issues such as privacy or addiction	Can analyse key social, cultural, or ethical implications of VR/AR	across industries (e.g., healthcare vs gaming)	Can critically evaluate the global and cultural impact of VR/AR, proposing responsible use strategies
Apply research to real-world applications	Can give simple examples of VR/AR use (e.g., gaming)	Can describe uses of VR/AR in education, healthcare, or entertainment	Can research and explain how VR/AR is applied across multiple industries		Can critically analyse innovative applications, predicting emerging uses and long-term implications
Design thinking and innovation in VR/AR	Contributes basic ideas for VR/AR projects	Can suggest improvements for a VR/AR design with guidance	Can use design thinking to create purposeful and functional VR/AR projects	feedback to improve VR/AR solutions	Can lead a design process, innovating original, impactful VR/AR solutions for complex challenges
Collaborate on VR/AR projects	Participates in group work but with minimal input	Can share ideas and contribute to team discussions	Can work collaboratively to design and create VR/AR experiences	Can manage tasks and roles within a group, ensuring effective collaboration	Can lead a team project, showing leadership, decision-making, and project management
Evaluate VR/AR projects	Can describe strengths/weaknesses of their own project at a basic level	Can give simple feedback to peers on VR/AR experiences	Can evaluate VR/AR projects against design goals and user needs	Commence of the Commence of th	Can critically evaluate projects in terms of innovation, usability, ethics, and cultural impact

Year 9 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Identify hardware components of a computer	Can name a few basic components (e.g., mouse, keyboard) with limited accuracy	Can identify main internal components (CPU, RAM, storage) with support	Can describe the function of key components (CPU, RAM, storage, I/O devices)	Can explain how components work together to process and store information	Can critically evaluate hardware choices and their impact on system performance
Understand system software	Can identify that computers use software but struggles to explain	Can describe the purpose of an operating system at a basic level	Can explain functions of system software (OS, utility software, drivers)	Can analyse how system software manages hardware and user interaction	Can critically evaluate different system software and justify suitable choices
Understand types of networks (LAN, WAN)	Can recognise the term "network" but struggles to explain it	Can describe a LAN and WAN with simple examples	Can define and compare LAN and WAN, explaining advantages and disadvantages	Can evaluate network types for different real-world contexts (e.g., school, business)	Can critically analyse emerging network technologies and predict tuture trends
Understand data transmission and protocols	Can recognise that data is sent over the internet	Can describe in simple terms how data is transmitted	Can explain packets, IP addresses, and protocols (TCP/IP, HTTP, etc.)	Can analyse how protocols ensure secure and efficient communication	Can critically evaluate limitations and future developments of network protocols
Explore wired vs wireless transmission media	Can recognise Wi-Fi and cables but struggles to explain differences	Can describe basic differences between wired and wireless	Can compare wired vs wireless connections with advantages/disadvantages	Can evaluate contexts where each medium is most effective (e.g., speed vs mobility)	Can critically evaluate sustainability, cost, and future trends in transmission media
Understand network topologies	Can identify a basic topology (e.g., bus) with support	Can describe bus, star, or mesh topologies with examples	Can explain the advantages and disadvantages of different topologies	Can analyse which topology is best suited for a given scenario	Can design optimised network layouts balancing cost, performance, and scalability
Apply knowledge to UAE context and real-world examples	Can give a simple example (e.g., home Wi-Fi)	Can describe one UAE context such as smart cities or schools	Can explain how UAE uses networks in smart cities, government, or fibre optics	Can evaluate how networks contribute to UAE's digital transformation	Can critically assess challenges and opportunities for UAE's future network development
Collaborate on network projects	Participates in group tasks with limited contribution	Can share ideas during group discussions	Works collaboratively to design and present a network project	Can coordinate roles and tasks effectively within a group	Can lead a group project, showing leadership and management of complex network design tasks

Year 9 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Understand basic programming concepts	Identify basic programming concepts such as variables, data types, and basic operators	Write simple Python programs using basic programming concepts	Write well-organised Python programs that demonstrate an understanding of programming concepts	Write efficient Python programs with advanced programming concepts such as data structures and algorithms	Write complex Python programs with advanced programming concepts that showcase creativity and mastery
Use variables, data types, and operators	Identify and define variables and data types in Python		Write Python programs that demonstrate understanding of variables, data types, and operators	Write efficient Python programs with complex data types and operators	Write sophisticated Python programs with advanced data handling and operators that demonstrate creativity and mastery
Use control structures (selection and iteration)	Identify and use conditional statements, loops, and functions in Python programs	Write Python programs that use conditional statements, loops, and functions effectively	Write well-organised Python programs with advanced conditionals, loops, and functions	Write efficient Python programs that use complex control structures to solve problems	Write complex Python programs with advanced control structures that showcase creativity and mastery
Debugging and improving code	Needs teacher support to identify and fix errors	Can spot and fix some errors with guidance	Can independently debug and correct Python programs	Can refine code for efficiency, readability, and performance	Can critically evaluate, optimise, and document Python programs for professional-level clarity
Apply problem-solving using Python	Can attempt to solve simple problems with Python but struggles without support	Can solve basic problems with simple algorithms	Can independently solve programming problems using Python	Can design algorithms to solve complex, multi-step problems	Can create innovative, efficient, and scalable solutions using Python
Collaboration and project work in Python	Participates in group programming activities but with limited contribution	Shares ideas and helps in small coding tasks	Works collaboratively to design and code Python projects	Manages tasks and ensures affective teamwork during Python projects	Leads a Python project, showing leadership, mentoring peers, and managing collaboration tools

Dance



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

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

These aims are realised through our curriculum which:

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

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

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

Year 9 Curriculum: Dance



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Torm 1a: Beat it	Professional repertoire from Beat it and its links to other professional works such as Romeo and Juliet and West Side Story.	How does classical work influence modern dance? UAE Link: Character and Mor ality, Community, B eing an active citize n, Thoughtfulness; co-operation	To explore Hip Hop dance through professional repertoins To develop whole class choreography using a variety of stimuti	Through exploring a range of performances that link together and by understanding how these become post-modern pieces of work Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targ ets for improvement Summative Assessment: final filmed professional perform ance (solo and group) and evaluative response This assessment will assess how effectively students have developed their understanding of the topicc	To be able to develop work To use historical pieces of performance and modernize them	This builds on your previous knowledge of hip hop, contemporary and choreography. This builds towards being able to use historical works to inform KS\$ work This provides an opportunity for collaboration between English, Drama and History.	Watch the films associated Read Romeo and Juliet or Shakespeare plays Use other historical texts/plays that link to modern dance	Critical thinking Analysis Collaboration Inquiry Research Creativity Problem Solving
Term 1b: Hurricane	To learn and appreciate Contemporary Dance and to learn repertoire from Christopher Bruce's 'Hurricane'.	How professional dance can inform your work? UAE Link: Character and Mor ality, Community, B eing an active citize n, Thoughtfuiness; co-operation	To explore contemporary dance To explore how politics can be used to influenced dance To develop choreographic devices such as Merce Cunningham's 'Chance' Technique	Through exploring political topics such as the story of Ruben 'Hurricane' Carter. Through exploring a variety of cultures and dances and through working collaboratively in an international school. Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targ ets for improvement Summative Assessment: final filmed professional perform ance (solo and group) and evaluative response This assessment will assess how effectively students have developed their understanding of the topic	To understand why politics can be used as stimuli To further develop correct dance technique To create and perform as a solioist	This builds on your dence technique and understanding of contemporary dence This builds towards more refined movement and selection of actions. This provides an opportunity for collaboration between Social Studies, History, English and Music.	Watch the Hurricane film Research Ruben Carter Read Carter's autobiography Look at other works by Bruce or from a political stimuli.	Critical thinking Analysis Creativity Collaboration Research Adaptability Resilience Problem Solving Exploration
Term 2b: The Hand Jive	Actions from 1950's Rock n Roll and the history of Rock n Roll within dence and culture	Why 1950's Rock n Roll is an important part of dance culture. UAE Link: Character and Mor ality, Community, 8 eing an active citize n, Thoughtfulness; co-operation	To learn dance actions relevant to Rock n Rot! To perform in complete unison as a class. To further explore contact work within dance To work exclusively with a partner to build a duo relationship.	Through exploring a variety of dance actions. Through working in duo building trust and resilience Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: final filmed professional perform ance (duo, with whole class aspects) and evaluative response This assessment will assess how effectively students have developed their understanding of the topic	To understand how dance has been a part of history and the context of 1950's culture. To see the development in dance actions and styles over the years. To be able to work in genres of dance. To be understand the responsibility of working in a small partnership in preparation for GCSE.	This builds on your performance skills, choreography and experience from Year 8 Lindy Hop This builds towards duet choreography, lifting and duet performances. This provides an opportunity for collaboration between History and Performing Arts.	Explore more era-based dances Join dance club Perform in stage/ in assembly Research the 1950's in music context Explore other musicals in the same era.	Technical skills Critical thinking Analysis Collaboration Inquiry Research Creativity Problem Solving

Year 9 Curriculum: Dance



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 2b:1970' s Disco	Actions from 1970's disco and the history of disco within dance	Why 1970's disco is an important part of dance culture. UAE Link: Character and Morality, Community, Being an active citizen, Thoughtfulness; cooperation	To learn dance actions relevant to disco To perform in complete unison as a class. To be able to showcase competitive and performance style dance	Through exploring a variety of dance actions. Through exploring the competitive nature of dance Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, r effective targets for improvement Summative Assessment final filmed p rofessional performance (duo and group) and evaluative response This assessment will assess how effectively students have developed their understanding of the topic	To understand how dance has been a part of history To see the development in dance actions and styles over the years To be able to work in genres of dance To be able to use resilience in a competitive setting	This builds on your performance skills, chareography and movement memory This builds towards performance on stage and competitive dance This provides an opportunity for collaboration between Mistory and Performing Arts.	Explore more era-based dances Join dance club Perform in stage/ in assembly	Creativity Collaboration Problem-solving Adaptability Inquiry Research
Term 3ar Performi ng Arts Collabor ation	To use the Performing Arts and mixed Media to showcase all of your skills	How can we collaborate across the arts and how are links made? UAE Links Character and Morality, Community, Being an active citizen, co-operation	To use all the Performing Arts to create a final group performance showcasing all of your skills To be able to select and apply skills that play to the strengths of your groups.	Through exploring collaboration and reflecting on your mastered skills in the arts. By developing use of music and film editing. Assessment for Learning: self and pee reassessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: final film and evaluative response This assessment will assess how effectively students have developed their understanding of the topic	To showcase your mastered skills in Performing Arts. To develop skills moving into GCSE To use collaboration within your work.	This builds on previous knowledge of the arts This builds towards KS4 and GCSE curriculums This provides an opportunity for collaboration between Music, Drama and Media.	Research films that link to the stimuli Develop storyboards Explore editing software	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience

Year 9 Success Criteria: Dance



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

Drama



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

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

These aims are realised through our curriculum which:

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

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

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

Year 9 Curriculum: Drama



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Ier m1:	This unit will explore contemporary theatre practice and the theatre practitioner Berkoff.	How can physical theatre skills develop our confidence & collaboration skills? UAE Link; Students will develop humility and gratitude in the rehearsal process with peers.	To develop spatial awareness and body language in performance. To take creative risks in the rehearsal process. To experiment with physical and vocal choices in performance. To develop skills as a member of an ensemble.	Through exploring the physical theatre style of Berkoff in practical workshops leading to a group performance. Assessment for Learning. Self and peer assessment Drama portfolio - performance work is filmed in the rehearsal process. Audience feedback tasks. Summative Assessment: Scripted performance	To gain insight into different styles of performance & develop confidence and communication skills.	This builds on prior understanding of drama techniques and devices. This builds towards students being able to understand different perspectives on theatre. This provides an opportunity for collaboration between Music, English and Technology.	Create and perform drama. Director's toolkit cards Use of projection in theatre.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Resillence
Ter m2:	This unit will explore bringing a play-text from page to stage from the perspectives of designers, actors and directors.	How can directing, designing and acting choices impact a performance? UAE Link: Students make links with performances in the UAE.	To explore the different roles in theatre & understand how they contribute to an artistic intention. To understand how to bring a play from page to stage in creative ways. To present a design, acting or director pitch to a live audience. To analyse and evaluate design choices in a production.	Through exploring a range of theatre roles and staging a script extract. Assessment for Learning: Self and peer assessment Drama portfolio - Performance work filmed in the rehearsal process. Audience feedback tasks Summative Assessment: Individual design or performance presentation.	To gain insight into different theatre roles and how to apply creative thinking to design and stage theatre.	This builds on students experience with reading and staging drama. This builds towards students understanding the different roles in theatre. This provides an opportunity for collaboration between the Performing Arts, Art, English and Technology.	Group performance project Drama Padlet - Trestie theatre resources	Critical thinking Design thinking Analysis Collaboration Inquiry Research
Ter m3:	This unit will explore film as a medium for storytelling inspired by a stimulus, students will create, market and produce their own short film trailer	How is acting and designing for film different to stage? UAE Link: Collaborative tasks will support the development of tolerance and respect as an Islamic value.	To explore acting for film production To understand how sound design enhances communication to an audience To create a film trailer as part of a collaborative team To analyse and evaluate individual design roles	Through exploring a range of different design roles in fit, production Assessment for Learning: Self and peer assessment Audience feedback tasks Summative Assessment: Presentation of trailer and marketing outcomes	To develop script writing, directing, designing and performance skills.	This builds on earlier exploration of devising theatre for stage This builds towards students being able to direct, script and perform for an audience This provides an opportunity for collaboration between Dance, Music and Drama.	Studying film trailers Group project Study of camera angles Music technology	Critical thinking Design thinking Analysis Collaboration Inquiry Research

Year 9 Success Criteria: Drama



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Apply physical theatre skills to my own character and ensemble work in the performance of a script.	Unable to demonstrate any physical theatre techniques, Characterisation is unclear for the audience.	Developing physical theatre techniques with some use of them in performance however not always clear or consistent.	Clear use of physical theatre techniques which are applied effectively in performance to communicate a role.	Confident and creative use of physical theatre techniques. Skills applied to performance roles to communicate highly engaging roles.	Mastery of physical theatre techniques, exhibiting creativity and originality. Sets a new standard for physicality in performance.
Performing as part of an ensemble in a piece of physical theatre.	Struggles to collaborate effectively with the ensemble. Limited contribution to group dynamics. Difficulty in maintaining focus within the ensemble.	Occasionally collaborates effectively with the ensemble but may lack consistency. Shows some contribution to group dynamics. Maintains focus within the ensemble, but with occasional lapses.	Collaborates seamlessly with the ensemble, contributing positively to group dynamics. Maintains consistent focus and engagement within the ensemble.	Demonstrates strong leadership within the ensemble, fostering a harmonious and dynamic group dynamic. Maintains unwavering focus within the ensemble.	Exemplary ensemble work, setting a standard for collaboration. Displays exceptional leadership, enriching group dynamics. Exceptional focus and engagement within the ensemble.
Developing a character in the style of a theatre practitioner,	Limited or no understanding of Berkoff's style of character. Struggles to develop a Berkoffian character for performance.	Limited understanding of Berkoff's style of character. Attempts to develop a Berkoffian character but with inconsistencies or not true to the style of performance.	Adequate understanding of Berkoff's style of character. Successfully develops a clear Berkoffian character.	Demonstrates a strong grasp of Berkoff's style of character. Develops a compelling and authentic Berkoffian character.	Develops a compelling and authentic Berkoffian character. Exceptional understanding of Berkoff's style of character. Creates a Berkoffian character with depth, nuance, and originality.
Interpreting a Script and character.	Struggles to interpret and bring a character to life from the script. Umited or no character development.	Shows some ability to interpret a script and bring a character to life, but with gaps in understanding or execution. Basic character development evident.	Competently interprets a script and brings a character to life from the page to the stage. Solid character development demonstrated.	Demonstrates a strong ability to interpret a script and breathe life into a character. Convincing character development evident.	Exceptionally interprets a script, masterfully bringing a character to life with depth, authenticity, and originality.
Analysing and evaluating theatre.	Limited or no ability to analyse or evaluate physical theatre.	Shows some ability to analyse and evaluate physical theatre but with gaps in understanding or application.	Competently analyse and evaluates physical theatre, providing insightful observations.	Demonstrates a strong ability to analyse and evaluate physical theatre, offering in-depth insights and critiques.	Exceptionally analyse and evaluates physical theatre, providing comprehensive and sophisticated observations and critiques.

Year 9 Success Criteria: Drama



Unit 2 – From Page to Stage

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

Year 9 Success Criteria: Drama



Unit 3 - Performing Arts Film Project

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Script Development	Limited engagement in the script creation and/or writing in group	Offers some basic character and plot ideas in the script process	Engages in the script development stage, contributing some ideas that have a positive impact on the final outcome.	Demonstrates a strong ability to develop an effective script and contributes a wide range of ideas to the process and outcome.	Leads on script development, with highly creative ideas and devices to drive the development of the script.
Application of Design Skills to Film Project	Struggles to apply design skills to a specific task and outcome is unclear for the audience	Applies some basic skills to their chosen role however the outcome is underdeveloped	Successfully applies design skills to a role and contributes significantly to the final project outcome.	Demonstrates a strong ability to apply design skills which leads to a very effective and creative outcome	Exceptionally applies advanced design skills with high levels of creativity and originality
Design or Performance Outcome	Little to no contribution to film project with unclear design outcome or unclear character role	Design outcome or character performance is underdeveloped	Clear and successful design outcome or character performance that communicates effectively to the target audience	Highly creative and engaging design or final performance	Exceptional and unique design outcomes showcasing a mastery of performance or design skills
Evaluation Skills	Lacks the ability to evaluate or make constructive suggestions for improvement.	Attempts to evaluate the creative process and film outcome but with limited depth or insight. Offers suggestions with limited effectiveness.	Competently evaluates the process and film outcome, providing meaningful critiques and constructive suggestions for improvement.	Demonstrates a strong ability to evaluate, offering insightful and targeted feedback. Suggestions for improvement are well- founded.	Exceptionally evaluates, providing comprehensive and sophisticated critiques. Suggestions for improvement are innovative and transformative.

English



Horizon International School's pupils are bright and able young people who often enter in KS3 with good reading, writing and oracy skills. Our curriculum aims to build on this and ensure that they:

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

These aims are realised through our curriculum which:

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

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

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

Year 9 Curriculum: English



	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/Fur ther Exploration	Learning Skills
Term 1 Exploring Dubal and the Wilder World	This unit will explore how persussive writing can be used to influence readers to travel, with a particular focus on Dubal.	How can non-fiction texts be used to persuade the reader to explore and travel to new places? UAE Link: Opportunity to explore and promote Dubal and the UAE.	Explore a variety of non-fiction texts identify a range of persuasive devices in transactional texts. Analyse a range of persuasive articles. Evaluate the effect of language and structural devices. Create an original piece of transactional writing related to travel writing.	You will learn by exploring a variety of extracts that feature travel writing and explore how writers have used persuasive language and structure to influence the reader. Assessment for Learning: Minitualizes, individual PETAL paragraphs, transactional writing and class discussions. Summative Assessment: Transactional travel writing piece demonstrating understanding of persuasive techniques. This assessment will assess how effectively students can apply their understanding of persuasive techniques to their transactional writing.	This provides an opportunity to engage with a variety of tests types and evaluate the impact, building towards the reading questions within English Language at KS4. Additionally, you will be able to explore your own voice and manipulate language to achieve your purpose, building towards transactional writing at KS4.	This builds on your written accuracy skills developed in both Year 7 and 8. This builds bowards future writing tasks at GCSE, particularly transactional writing in English Language. This provides on apportunity for collaboration between Geography, Business Studies and ICT.	https://padlet.com/kellle monachen/vest-9- english-shallenge-padlet- e.llecgsamvye59005	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2 Exploring Protagonists	The unit will explore how Anthony Horowitz presents protagonists in the following three short stories: "Blackfriars Bridge" 'Monsters' 'The Man With The Yellow Face'	To write an analytical PETALETAL paragraph exploring how Horowitz presents the protagonists. UAE Unic Opportunity to explore the importance of family and morals.	Explore three short stories. Analyse a range of themes and characters within a test. Evaluate how the protagonist has been presented and key themes within the texts. Analyse key events within a whole text. Create a creative writing piece based upon undestanding of the plot. Evaluate the conventions of a protagonist in various stories.	You will learn by immersing yourself in our whole-class reading of three short stories: "Blackfriers Bridger," Menosters, and 'The Man With The Yellow Face'. You will demonstrate your understanding of the stories and be involved in thought-provoking class discussions and debetes. Formative Assessments: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. Summative Assessment: PETALETAL essay on how the protagonists have been presented in two of the three short stories studied in class. This assessment will assess how creatively students embed perceptive language analysis skills in written essay format.	This will provide students with an opportunity to explore a range of short stories, which will help boild analytical skills for both English Learature and English Language. Students will also be able to build on their knowledge of comparing key texts and how to structure effective and perceptive responses.	This builds an your completion of an essay on a whole text in Year 8. This builds towards future studying of whole-tests for GCSE where you select your own evidence to support your independent ideas. This provides an opportunity for collaboration between English and Drama.	https://piddet.com/keille monachen/year.3- enginb-cheilenen-padiet- e3kcgsamog/\$9005	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Iscm 3 inequality	This unit will explore how John Steinbeck presents the theme of inequality within the novel 'Of Mice and Men'. All Book Level 4.5-4.9	How does Steinbeck present the theme of inequality within the novel 'Of Mice and Men'? UAE Link: Opportunity to explore the benefits of responsibility and tolerance in the UAE.	Explore an entire text. Explore the key contextual information surrounding the novel. Evaluate the relationships between key characters and themes within the novel. Evaluate how the author builds temion throughout the plot. Create a creative writing piece based upon the themes and context of the novel.	You will learn by immersing yourself in our whole-class reading of the novel: "Of Mice and Men". You will demonstrate your understanding of the novel and be involved in thought-provoking class discussions and debates. Formative Assessments: Mini quitzes, individual PETAL paragraphs, creative writing and class discussions. Summative Assessments: Orestine writing plece based upon the themse and context of the novel. This assessment will assess how creatively students can apply their understanding of context and themes to their descriptive writing.	This provides an opportunity to begin exploring key GCSE key texts in preparation for your English Literature studies at KS4.	This builds on both your creative writing pieces and PETAL chain essays completed in Year 8. This builds towards your English Literature GCSE in which you will complete an analytical essay on the nowel. This provides an opportunity for collaboration between History, PSHE and Geography.	https://padiet.com/kellie modashen/year-9- englijh-chellenge-padiet- e-likcasamiyo/59005	Critical thinking Creativity Collaboration Epploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

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Year 9 Success Criteria: English



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

Food Technology



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

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

These aims are realised through our curriculum which:

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

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

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

Year 9 Curriculum: Food Technology



	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:	To apply the Principals of the est well guide Dietary needs through life stages	How does our diet need to change throughout our lives from baby, teenager, mid life to elderly age? UAE Link: How does the Eat Well guide compare to local government guidelines	To describe and apply the principles of the Estwell guide and be able to explain it in depth Continue practicing key life skills through practical cooking To understand the importance of dietary changes through life stages	Through exploring preparing, practicing, developing and demonstrating through practical cooking of: Risotto Pasta Florentina Assessment for Learning: Outcome of practical cooking and enaluation	To understand how to maintain a healthy diet. Hydration Understanding the functions of foods and why we need to adapt what we consume throughout life	This builds on learning from Year 8 life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds towards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an apportunity for collaboration between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	Analyse Adapt cook	Critical thinking Creativity Collaboration Problem- solving Adaptability inquiry Research Design Thinking
Term 2:	Food allergies and intolerances Consumer availability	What are the health risks associated with different Food allergies and intolerances and how can they be avoided? UAE Link: What do Food labels tell us and how do they compare in the UAE to the rest of the world?	To gain an understanding that not all foods suit all people, diets need to change and be adapted. Continue practicing key life skills through practical cooking. To investigate information available to the consumer regarding food labeling, availability, traceability, fairtrade and animal welfare.	Through exploring preparing, practicing, developing and demonstrating through practical cooking of: Giuten free Apple crumble Lasagna Assessment for Learning: Outcome of practical cooking and evaluation	To gain insight into the various different ingredients that are available and can be used to replace traditional ingredients depending on dietary needs.	This builds on learning from Year & life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds tawards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an apportunity for collaboration between different cultures, peer and self-assessment, making a variety of dishes ranging in complexity	Analyse Adapt Cook/bake	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resillence
Term 3:	Plan and create a main and dessert for a Restaurant menu	What should you consider when planning and serving a meal in a restaurant? <u>UAE Links:</u> Considering local culsines	To research, design make and present a Main and Dessert for a new Dubai Hotel	Through exploring researching, collaboration, planning, costing, purchasing, practical cooking, photographing and presenting.	To be familiar with what is involved in the whole process from start to finish and be able to cook and present. To become familiar with project based work	This builds on learning from Year & life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds towards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an apportunity for collaboration between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	Design Develop Research Cook/bake Present	Technical skills Design thinking Innovation Critical thinking Analysis Cellaboration inquiry Research Resillence

Year 9 Success Criteria: Food Technology



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

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 9 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: International Development	This unit will cover how economic development varies across the world. How we measure development and explains some of the reasons for the inequality with regards to the global economy, industries and job opportunities	Why is our world unequal? UAE Link: Throughout the UAE will be used as a comparative case study providing a familiar context for the pupils. We will look at the development data for the UAE, compare this to neighboring countries and look at examples of globalisation and TNC's which have set up in the UAE.	To explain how development can be measured and suggest whether our world is unequal To compare and contrast economic development in a developed or developing country To create a boardgame showing the causes and impacts of the development gap To evaluate the impact globalisation and TNC's have on developed and developing countries. To predict the future status of economic development in Malawi and Singapore.	Through exploring real life data comparing countries and their economic status. Reading texts and interpreting figures to discover why the world is unequal. Looking at case studies and demographic models to predict changes over time. Assessment for Learning: Peer assessment of boardgames using success criterias, logo quizzes, class ABC debates, marking, starter quizzes, 1-2-3 plenaries. Summative Assessment: The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To understand the varying states of economic development around the world to become more global citizens. To predict how economies are likely to change over time, this will help pupils predict migration patterns, future investments and potentially impact their decision to relocate or travel in the future. It is important for all of us to be grateful for what we have, this unit will help pupils see there are many less fortunate than them and hopefully inspire pupils to challenge themselves seeking all opportunities.	This builds on continental units taught in previous years looking at development across individual continents. This builds towards IGCSE skills of describing the distributions of developing, developed and emerging countries and explaining the reasons for this. This provides an apportunity for collaboration between History and English.	Design a boardgame showing the challenges of the development gap. This offers opportunities for collaboration, design thinking and research. Create a balanced argument-stating the benefits of TNC's on specific countries. Further reading on specific case studies are available on teams.	Critical thinking Creativity Collaboration Extended Writing Adaptability Inquiry Research Design Thinking Balanced Arguments Empathy
Term 2: Weather and Climate	This unit will explain why the UAE experiences a hot and dry climate and why climates vary across the world. Pupils will learn about the causes of microclimates and carry out a mock fieldwork investigation round the school.	How does weather vary across the world and throughout the school? UAE Link: When learning the principles of weather pupils will be able to explain why the UAE's climate is hot and dry. We will look at the CAP of the UAE and determine how the country can be more sustainable.	To explain why the UAE is not and dry. To explain how and why global climates vary. To describe the characteristics and causes of microclimates. To explain the stages of geographical fieldwork. To present fieldwork data displaying graphical skills. To analyse fieldwork data.	Through exploring data about the UAE, climate graphs, historical climate data, images and figures to learn the science behind climate and how it is changing over time. News articles and contemporary reports will be used to illustrate the impacts of weather. Assessment for Learning: Complete the diagram, mini whiteboards, spelling, red amber green (SEE), improve the answer, use of success criteria's. Summative Assessment: The unit will end with a written piece of data analysis based on the findings of the microclimate investigation.	To gain insight into meteorology and the global climate. To be able to explain why their home country is a desert ecosystem and is so hot and dry. To understand how to apply learning outside the classroom through geographical fieldwork.	This builds on previous knowledge on the water cycle and ecosystems developed in primary school, science and geography modules. This builds towards a good understanding of the complex process which is weather and climate. This provides an opportunity for collaboration between Scienced and Business.	Analyse climate data to determine the current climate of different countries and therefore the ecosystems they are home to. Carry out a microclimate investigation around school Further reading on specific case studies are available on teams.	Critical thinking Analysis Inquiry Research Design Thinking Adaptability Resilience Scientific Ianguage Business thinking Planning Fieldwork Graphical skills
Term 3: Megacities	This unit will explain how urbanisation has caused the growth of megacities and where they are distributed and the impacts of urbanisation.	How does life vary across the world's megacities? UAE Link: The UAE's population statistics will be used through out and we will look at how the UAE has developed its infrastructure to respond to the population increase we have seen. Pupils will predict if they think the UAE will home a megacity and explain why.	To use and create graphs to explain urbanisation To evaluate the opportunities and challenges caused by urbanisation To create a regeneration plan suggesting ways to improve the settlement of Makoko for future generations. To compare and contrast the megacities of Lagos and Jakarta	Through exploring google Earth and satellite data, urbanisation graphs and image figures to show how urbanisation has increase over time and what the impacts are. Assessment for Learning: Pupils peer assessing against success criterias, SPAG self assessment, graph for set feedback, mini-whiteboards, starter quizzes. Summative Assessment: The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To be familiar with the challenges faced by the most populous cities around the world. To understand how population dynamics are changing and to prepare students for the IGCSE unit on urban environments.	This builds on the unit previously taught on international development suggesting reasons who some of the global inequality. This builds towards the IGCSE unit of urban environments. This provides an opportunity for collaboration between Business and ICT.	Design a regeneration plan to suggest how we can improve some of the poorest settlements in specific megacities. Develop literacy skills through writing letters to show the impacts of urbanisation. Further reading on specific case studies are available on teams	Innovation Critical thinking Analysis Collaboration Inquiry Resillence Letter writing Poetry Graph drawing Data analysis Empathy

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Year 9 Success Criteria: Geography



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
To describe locations on a map	Limited ability to verbally describe a location.	Can use the elements of the CLOCC method to describe locations.	Can accurately use the CLOCC method to describe the location of countries around the world.	Can accurately describe locations using symbols, four-figure and six-figure grid references and the CLOCC method.	Can accurately describe locations using symbols, four-figure and six-figure grid references and the CLCOC method on small-scale maps and OS maps.
To explain human processes such as why wealth varies across the world.	Limited ability to describe human processes such as influences of history and tourism in Africa.	Can describe human processes and explain why they vary in specific countries across the world.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data and development indicators.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data and development indicators with suggestions to SEEP factors that will influence this.
To explain physical processes such as reasons for variation in global weather conditions.	Limited ability to describe physical processes such as the cause of coastal landforms.	Can use keywords to describe different physical processes.	Can use keywords accurately to describe physical processes in detail and with clarity and support from figures.	Can use keywords accurately to describe physical processes in detail and with clarity linking to place specific examples and using supporting evidence from figures.	Can use keywords accurately to describe physical processes in detail and with clarity linking to place specific examples and using supporting evidence from figures and geographical models.
To use fieldwork skills to test geographical hypotheses.	Limited ability to carry out and analyse fieldwork data to make conclusions on geographical topics.	Can carry out a variety of data collection methods and begin to make conclusions on geographical topics.	Can carry out a variety of data collection methods, present the data using graphical skills to make geographical conclusions.	Can select appropriate data collection methods, present data accurately and make informed conclusions on geographical topics.	Can select appropriate data collection methods, presenting data accurately and accepting and rejecting hypothesis and evaluating the reliability of the conclusions.
To use keywords when writing about human and physical processes.	Limited ability to use keywords in writing.	When modelled, some keywords are included in written work.	Keywords are used accurately throughout written work.	Keywords modelled in class and those found through using glossaries and wider research are included accurately in written work.	Keywords are consistently used accurately throughout written work as well as making cross-curricular links to other subjects and previous geography units
To describe the relationships between humans and the physical environment	Limited ability to describe the relationship between humans and the environment,	Can describe how humans impact the environment and how the environment impacts humans.	Can accurately describe the interrelations between humans and the environment linking to distributions of cities and their environmental footprint.	Can accurately describe the interrelations between humans and natural environments using keywords and linking to place specific examples.	Can accurately describe the interrelations between humans and natural environments using keywords and linking to place specific examples as well as suggesting future trends across the world.

The words in **bold** represent the key skill needed to move up to the next level. Use this in class to self-assess your work.

History



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:

- Students develop a strong understanding of key historical events, individuals, and movements that have shaped societies over time.
- . They explore history at local, national, and global levels across a variety of periods and cultures.
- Historical knowledge is deepened through the use of evidence, sources, and interpretations, which are embedded into written work and discussions.
- Students examine how political, economic, social, and cultural changes have impacted people's lives across time.
- Independent historical enquiries are encouraged, helping students draw informed conclusions and build critical thinking skills.
- They engage with significant historical debates, using evidence to form balanced arguments and reasoned judgements.
- Lessons encourage reflection on the importance of history for both present and future generations.
- Students develop the confidence to express and discuss historical ideas, interpretations, and their relevance to contemporary society.
- Collaborative tasks promote teamwork, effective communication, and shared learning.

These aims are realised through our curriculum which:

These aims are delivered through a broad and diverse curriculum, covering topics such as the British Empire, Medicine Through Time, Conflict and Tension, Elizabethan
England, and Migration. The curriculum is sequenced to build upon prior knowledge and skills, allowing students to explore increasingly complex historical issues.
Enquiry and research are central to learning, with students encouraged to investigate multiple perspectives and engage with modern historical scholarship.

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

Ongoing assessment, moderation, and student feedback are used to track progress and support learning. Students receive regular feedback linked to the History
success criteria, focusing on key skills such as analysis, source evaluation, and extended writing. Assessment data is used to inform teaching and ensure students are
appropriately challenged. Progress is reported through written feedback and parent-teacher consultations, with clear next steps provided. Student voice is welcomed in
shaping learning experiences, and student

Year 9 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:	Law Enforcement in Early Moden England	Students will learn how law enforcement developed in Early Modern England between c.1500 and c.1700. They will also consider how wider social, religious, and political changes—such as the Reformation and the growth of towns—impacted how laws were enforced.	Who was responsible for keeping law and order in Early Modern England – and how well did they do it? <u>UAE Link:</u> Justice system	Describe the key features of law enforcement in early modern England, including the roles of constables, watchmen. Identify what aspects of law enforcement remained the same and what began to change. Understand how events like the Reformation, the English Civil War, and the growth of towns affected law enforcement.	Assessment for Learning: Concept maps, exit tickets, think pair and share, silent debates, marking model answers, cause and consequence maps, source analysis, mini point evidence explain answers, historical twitter profile. Summative Assessment: Students will sit a test at the end of the unit that will include some source interpretation in timed conditions.	Students will learn about this module to understand how law and order was maintained in Early Modern England and how it changed over time. By exploring who was responsible for enforcing the law, how crimes were investigated and punished, and how events like the Reformation and the growth of towns influenced these systems, students will gain insight into the development of justice in British history.	This builds on previous modules in key stage three to test historical interpretation. This builds towards a broader understanding of how society was dealt with crime in the past and how those ideas continue to shape modern law enforcement today.	Students will create a historical case file which will include a crime report, suspected profile, witness statements, punishment given, and how the crime was investigated. Design a public information poster warning people about crimes and encouraging them to help enforce the law.	Critical thinking Historical enquiry Source analysis Chronological understanding Change and continuity Source evaluation Using evidence Communication
Term 2:	World War I	Study the causes, major battles, trench warfare, and technological advances of WWI. Explore soldiers' experiences and the home front. Understand the war's end, Treaty of Versailles, and its lasting impact on Europe and future conflicts.	To what extent did World War I change the world politically, socially, and economically UAE link: Military service	Explain the main causes of World War I, including alliances and nationalism. Describe key battles and the nature of trench warfare. Analyse the experiences of soldiers and civilians during the war. Understand the impact of new technologies on the war. Evaluate the consequences of the Treaty of Versailles. Develop skills in interpreting historical sources and forming balanced arguments.	Assessment for Learning: Definition sorting, source analysis practice, key word match, definition sorting, timeline activities, retrieval practice, role plays, hot seating, concept maps, key word match, exit tickets. Summative Assessment: Students will sit a test at the end of the unit that will include some source interpretation in timed conditions.	You will learn about WWI to understand how global conflict shaped the modern world, caused huge social and political change, and influenced later events like WWII. It helps develop critical skills in analysing causes, consequences, and different perspectives in history.	Develops skills in source analysis, evaluation, and extended writing. Links to topics on international relations, political change, and social history. Supports understanding of 20th-century global history and its impact on today.	Design a museum exhibit on trench life or a major battle. Create a historical podcast or video explaining the causes of WWI. Write and perform a drama piece or diary entries from the perspective of a soldier or nurse. Develop a digital timeline showing key events and turning points.	Interpretation Chronology Argumentation Source analysis Communication Critical thinking Using evidence Historical enquiry
Term 3;	Crime and Punishment in the 20th Century	You will learn how new crimes emerged, how policing became more advanced, and why punishments like the death penalty were abolished. This helps you understand how modern society responds to crime and how attitudes to justice have evolved over time.	How far did crime and punishment in the 20th century reflect changes in society? UAE link: Modern justice system	Identify and explain new types of crime that emerged in the 20th century. Describe how policing methods and technology developed after 1900. Understand the reasons for the abolition of the death penalty. Analyse how changing social attitudes influenced crime and punishment. Evaluate how far crime and punishment changed compared to earlier periods.	Assessment for Learning: Source analysis, mini point evidence explain answers, cause and consequence maps, silent debate, think pair and share, definition sorting, timeline activities, retrieval practice. Summative Assessment: Students will sit a test at the end of the unit that will include some source interpretation in timed conditions.	You'll learn how crime, policing, and punishment changed in the 20th century, including the rise of new crimes, developments in forensic science, and changing attitudes to justice—such as the abolition of the death penalty. You'll explore how these changes reflect wider shifts in society and government.	This builds further on their knowledge and development of different types of crimes and their punishments across different centuries. This builds towards a comprehensive understanding of the key differences between crime and punishment throughout the ages.	20th century criminal case study – task is to research and present a famous criminal case such as The Great Train Robbery. Crime in the media: then and now. How crime was reported in newspapers in the early 20th century vs now.	Source analysis Evaluation of primary and secondary sources Interpretation Chronological understanding Historical enquiry Communication

Year 9 Success Criteria: History



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

Islamic (Native)

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 قائمة على المهارات والقيم حيث يمكن للطلاب التفكير في مهارات التعلم والتعبير عنها ونقلها عبر المناهج الدراسية

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

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

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

*التعلم القائم على المشاريع لجعل التدريس والتعلم تفاعلي

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

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

*يستخدم صوت الطالب من خلال النماذج الرقمية لإبلاغ

عند الاقتضاء



الصف 9 خطة التربية الإسلامية

Year 9 Curriculum: Islamic (Native)

	ماذا ساتطم؟	سوال تطيمي كيير	iacia distr	كيف ساتطم هذا؟	لعاذا ساتعلم هذا؟	الريط بالمواد الأهرى	النظم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهارات التعلم
الترم الأولي:- البرض الأولي:- البرض الإلهين: البراد أن كريم) (اد أن كريم) (اد أن كريم) (اد أن كريم) (اد أن كريم) (البيد) (البيد)	هذا الفصل بقرا ويحال السورة وقراعدها ، ويستكشف الحديث ويستكشف الحديث الأعمال الهامة في الإسلام كتف الوزارة الوحدة 1 و 2	لمانا يقرأ المسلمون القرآن والحديث؟ الربط بدولة الإمارات ابداء دولة الإمارات اختصامها بالقرآن الكريد من خلال الشاء مر ذكر التحفيظ مسابقات سنوية التمفيظ مسابقات سنوية التمفيظ الأماوات في تلاوة القرآن الأماوات في تلاوة القرآن المامي.	"ستنتج الحكمة من إرسال الرسل. "يدال على صدق رسالة سبدا ونبيدا محمد صلى الله عليه "يديل على صدق رسالة سبدا ونبيدا محمد صلى الله عليه "يدين بدلالة المديث الشريف. "يستنج الهدية الإيمان بالقضاء والقدر المسلم. "يستنج الهدية الإيمان بالقضاء والقدر المسلم. "يستن والد السفر" "يستنبط أشرات التنب بداب السفر" "يدين مفهوم كل من مسالة الكسوف والاستسفاء والاستسفاء والاستسفاء والاستسفاء والسنبط المحكمة من مشروعية هذه السان. "يستنبط المحكمة من مشروعية هذه السان. "يستنبط مدات شخصية الشفاء العدوية (رمسي الله عنها) "يستنبط عدوة نور المراة في خدمة المجلمع. "يستنبط المدينة نور المراة في خدمة المجلمع. "يستنبع العدية الأمن للقرد والمجلمع. "يستنبع عوامل المحافظة على أمن المجتمعات.	سنتطر من خلال قراءة وتحليل واستكفاف وربط تعاليم الإسلام الحقيقي والآخرة الاسلام التقييم من أجل التعام: التلاوة التقييمات المستمرة في المتابرات فصيلة كل موضوع ورحدة. الترملاء والتقالت المستقية ، تجين الترملاء والتقالت المستقية ، تجين كل اسبوع تشوي (سورة واحدة التقييم الدياس). تتطوي وحديث التقييم التقييم من التقييم التقييم التقييم من تطوير وتحليل التهائي ، سوقيم هذا التقييم منى معيل وزارة التربية والتعليم / معيلة المعرفة والتربية والتعليم / شكل موضوعي وذاتي.	تلاوة وحفظ - السور القرائية وكالك تحديد السور والأحاديث وتحديها, فهم وريط تعاليم الإسلام "كيف يمكن أن يدعم الكور النقدي والإبداعي.	هذا يبلى على معرفتك الحالية بمختلف السور والمحابير من الصف 8 التربية الإسلامية والثقة العربية: القدة العربية ضرورية أقهر كذاب الله تعالى بما فيه من معان ودلالات التربية الإسلامية والتاريخ والجغرافيا: منظر أقد للإنسان الأرضار والسعاء أقد جعلها الله عند جوانب علم عمل دراستها والتعمق فيها الوقوف عندما دعاد الله الى النظر والتأمل التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: دعوة من الله تعالى إلى اكتشاف منين الكون، يكل ما التربية الإسلامية والتكنولوجيا: تنتج أمام الطالب أفاقا واسعة الاكتساب المعرفة والنهارة من خلال النحث والاستقساء وجمع المعلومات	تقيمات مستمرة في نهاية خط موضوع ووحدة. حطط السورة القرانية حسب مستواله ، 2 حسب مستواله ، 3 والمستوال من الأسبوع المستوال من الأسبوع من الأسباء وتعليمه. عن الأسباء وتعليمه. والمستانة للعمل على التطبيم والمستان والمستوان والمست	العسف الذهني التحقي الإنداعي الإنداعي الإنداعي الريط بالورقع الأخرى الريط بالوثينة الريط بالوثينة حل الوثينة حل التحكون التحكون التحكون التحاولين
الترم الثاني: - الوض الالهين: - المسملب القرية (سورة بس 13 – 19). (اتر أن كريم) - 2 - أفنس بيوت الله (حديث شريف) - 3 - المكام المجامع (اداب الإسلام) - 4 - أحكام المحرة (المجامة) - 5 - فتح مكة (السيرة الموية)	هذا النسل يقرآ ويجلل السورة وقراعدها ، ويستكثلف الحديث ، ودلالة يعض الأعمال الهامة في الإسلام كتاب الوزارة الوحدة 3 و 4	ما هي أهبية النسجة العسلمين؟ الحرام بالنسبة المسلمين؟ الربط بدولة الإمترات بعودها وحدث به في التعالى من ما التعالى من ما التعالى من ما التعالى حاسبة وديانات مختلفة ، ويتمانات مختلفة ، ويتمانون بالأمن والامتنواز في الدولة والامتنواز في الدولة .	يوضح موقف اهل القرية من دعوة رسل الله* "يستنبط عقية السراع بين الحق والباطل. يستنج فسائل المسلجة الثلاثة* بينن الأداب التي يجب ان يلتزم بها المسلم في المسلجة* "يستنج الرسائل التي تحقق التلاحم المجتمعي. "يوضح فضل العمرة. "يوضح فضل العمرة. "يوضح فضل العمرة. "يوضح فضل العمرة والأحكام المتعلقة بها. "يعدد شروط مسلح المدينية* يعدد شروط مسلح الحديبية* يستنبط أهمية التوكل على الله تعلى من أحداث فتح مكة*	ستعلم من خلال قر امة وتعليل واستكفاف وربعا تعليم الإسلام المعقبي والأخرة التقييم من أجل التعلم: التلاوة التقييم من أجل التعلم: التعليم قبل التقييم أن المستعرة في المتنزل التقسيم أه وربود فعل المتنزل التقسيم أه وربود فعل مشروع قاعدة البحث. التعليم المهاني: التقييم الشقيم عدى قعالية المالاب مسيقيم هذا التقييم عدى معيان المعرفة والتعليم أو تعليم أو التعليم أو عدال التوسية والتعليم أو عدال المعرفة والتعليم أو التعليم أو عدال التربية والتعليم أو عدال التعليم وناتي.	تلاوه وحفظ السور الورة وكالك تحديد السور والأحاديث وتحذيها. فيم وربط تعاليم الإسلام كيف يمكن الرابط على والإبداعي. والإبداعي.	هذا يبنى على معرفتك الجالية بمختلف المعليد والسور من الترم 1. الثربية الإسلامية والثلغة العربية: الله العربية ضرورية لفيم كتاب الله تعلى بما فيه منز عقل ودلالات القربية الإسلامية والتاريخ والجغرافيا: مستراله ولالسان الأرمن والسعاء الله جعلها الدون عند جرائب عظمة الخالق عز وجل اهتمار الدون عند التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: التربية الإسلامية والتكون بكل ما التربية الإسلامية والتكون التي المحرفة التربية الإسلامية والتكون المحرفة التربية الإسلامية والتكون وجمع التربية الإسلامية والتكون وجمع المعرفة المعلومات	تغيمات مستمرة في نهاية حفظ المورة التراتية حسب مسترك 2 و حسد حسب مسترك 2 و المسوع و وحدة و المستوع في الأسبوع في المستوين والمستوين المستوين المستوين المستوين المستوين المستوين المستوين والمستوين المستوين المستوين والمستوين المستوين الم	المسف الذهابي التفكير الإبداعي الإبداعي الربط بالمواد الربط بالمواد الربط بالمواد الربط بالموادة المسكنات المس

Year 9 Curriculum: Islamic (Native)

الصف 9 خطة التربية الإسلامية



	ماذا سأتطم؟	سوال تعليمي كبير	أهداف التطم	كيف ساتخم هذا؟	لماذا ساتعلم هذا؟	الربط بالمواد الأخرى	النظم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهارات القطم
الترم الثالث:- الوحى الالهي:- 1:- قصة مؤمن آل پس (سورة پس 20 - 2:- صلة الأرحام 2:- صلة الأرحام 3:- إقرأ باسم ربي (العقيدة الإيمالية) 4:- الإيمان والنذور (العبادات) 5:- العلم نور ورفعة (قيم الإسلام) 6:- غزوة حنين (السيرة النبوية) مسؤوليتي (القضايا مسؤوليتي (القضايا	هذا الفصل يقرأ ويحلل السورة وقواعدها، ويستكثف ودلالة الخديث، الأعمال العمال كتاب الوزارة الوزارة 6	لماذا تعتبر المحافظة على القرابة مهمة في الإسلام؟ الربط بدولة الشرح سر حب الناس للشيخ زايد رحمه الله ، وكيف نال هذه المكانة ، وما هي جوانب شخصيته التي تستحق المتابعة؟	*يوضح موقف أهل القرية من دعوة الرجل الصالح. *يقارن بين عاقبة كل من المؤمن الصالح والمكذب بالله. يبين فضل صلة الارحام* يوضح دور صلة الرحام في بناء * *يستنبط سبل التعامل مع مصادر القراءة المتنوعة. *يستكشف دور القراءة في بناء الحضارة الإنسانية. *يستنج انواع النثر. *يستنتج انواع النثر. *يستنتج اداب التعامل مع العلماء *يستنتج اداب التعامل مع العلماء والمعلمين. والمعلمين. ينكر احداث غزوة حنين* يبستنبط أسباب غزوة حنين* يبستنبط أسباب غزوة حنين* يبستنط أسباب غزوة حنين* *يستنبط دور الطهارة في الوقاية من *يستنبط دور الطهارة في الوقاية من	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والاخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل الختبارات قصيرة ، وردود فعل الزملاء والنقاشات قاعدة البحث. التقييم النهائي ، سيقيم النقيم النهائي ، سيقيم الطلاب في تطوير وتحليل الطلاب في تطوير وتحليل والتعليم / هيئة المعرفة معيار وزارة التربية والتنمية البشرية في شكل والتنمية البشرية في شكل والتنمية البشرية في شكل موضوعي وذاتي.	- قراءة وحفظ السور القرانية. وكذلك تحديد والأحلايث فهم وربط فهم وربط تكيف يمكن أن يدعمك ويسمح النقدي والإبداعي.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم هذا يبني نحو معرفة وفهم اعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين والجغرافيا.	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرانية حسب مستواك ، 2 احديث في الأمبوع وتحميلها في قناتك. حسب مستواك ، 2 حسب مستواك ، 2 احاديث في الأمبوع وتحميلها في قناتك.	العصف الذهني الإبداعي الإبداعي الربط بالواقع الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني
			الأمراض.					



Year 9 Success Criteria: Islamic (Native) 9 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى	العمل نحو المستوى	العمل ضمن المستوى	العمل فوق مستوى التوقعات	العمل بشكل ملحوظ فوق مستوى
×					التوقعات
الوحي الإلهي (القرآن		بعض الفهم للآيات 🌣	- يسمع السور القرآنية المتضمنة في ي	يقرأ السور القرآنية المقررة في المنهج 🌣	
الكريم - الحديث الشريف)	الدقيق للأيات القرآنية	القرأنية ونصوص	المنهج بنجاح جزئي.	بشكل صحيح في معظم الأوقات.	المقررة في المنهج.
التلاوة - الحفظ - التحليل	والأحاديث الشريفة	الأحاديث مع القدرة	المالية الأقات ما هم	- يفسر بنجاح معانى آيات سور القرآن 💠	- يفسر بدقة المعاني العامة *
التحوة - العقط - التعليل	لكنه يجد صعوبة في	على انتقاء بعض	- يربط معاني الآيات مع وجود يه		لأيات السور القرآنية المقررة
يظهر الطالب 4.1.1	الربط بين معاتى	الأدلة من حيث النقاط.	أخطاء من وقت لأخر.	المقررة في المنهج.	في المنهج.
حفظا متقنا للقرأن الكريم	الأيات		- يطبق بشكل جزئي أحكام المد. ي	- غالبًا ما يطبق أحكام المد. 🌣	- يطبق بدقة أحكام المد 💠
ومعرفة بمعانية وعلومه	100	بعض الوعي 💠	51 - 52 M. AMPERICA COMM. SI	25 35 10 1000100, 10	A A A \$11 -154
وتطبيقًا لأحكامه.		بالسياقات ذات الصلة.			* t h
A Service London			بنجاح جزئي.	الأوقات.	- يفسر بدقة المعانى العامة *
2,2.1 يظهر الطآلب			- يفسر المعانى العامة للأحاديث ،	- يفسر بنجاح المعانى العامة للأحاديث 💠	للأحاديث المدرجة في المنهج
حفظأ للأحاديث النبوية			ويربطها بالحياة الواقعية مع بعض		ويربطها بنجاح بحياتها
الشريفة وفهما لمعانيها			الأخطاء من حين لأخر.		الحقيقية
وتطبيقًا لأحكامها.					0.55
العقيدة الإسلامية	- يجد صعوبة في 🌣	يُظهر قدرة مبسطة في ا	يُظهر قدرة مبسطة في تحليل أثر ،	♣ -1 N1 5 11-5 ico 5 5 .15.	يحلل بعمق تأثير الإيمان ﴿
	11 St 51 Lt 5	The second secon			
التعرف والاستكشاف	تحليل أثر الإيمان	تحليل أثر الإيمان			الإيجابي بالقضاء والقدر على
والتحليل	الإيجابي بالقضاء	الإيجابي بالقضاء	على النفس المؤمنة.	المؤمنة.	النفس المؤمنة.
يحلل الطالب 3.1.2	والقدر على النفس	والقدر على النفس			a clen clean a co
	C-2-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	المؤمنة.	- يظهر قدرة مبسطة على نقد 🌣	- يظهر قدرة جيدة على نقد الأخطاء ❖	- ينقد بعمق الأخطاء الفعلية •
نصوصًا شرعيًا في مجال			الأخطاء الفعلية والقولية الشائعة بين	الفعلية والقولية الشائعة بين الناس في	والقولية الشائعة بين الناس في
العقيدة الإسلامية.		- يظهر قدرة مبسطة 🌣	الناس في مجال القدر.	مجال القدر.	مجال القدر.
يظهر الطالب وعيّا 2.1.2	الأخطاء الفعلية	على نقد الأخطاء			
وإيمانًا بأسس الإيمان بالله	والقولية الشانعة بين	الفعلية والقولية الشانعة			
تعالى وصفاته وملائكته	الناس في مجال	بين الناس في مجال			
وكتبه ورسله.	U.S.	القدر.			
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Year 9 Success Criteria: Islamic (Native) 9 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى	العمل نحو المستوى	العمل ضمن المستوى	العمل فوق مستوى التوقعات	العمل بشكل ملحوظ فوق مستوى التوقعات)
قيم الإسلام وأدابه		- يصمم عرضا حول أهمية العلم ١	- يصمم عرضا حول أهمية العلم ١	- يصمم بنجاح تام عرضا حول أهمية ي	يصمم بنجاح تام ويدقة ويتعمق عرضا حول أهمية ي
Section State State	حول أهمية العلم والعلماء	والعلماء مع وجود أخطاء			
اشرح واربط واستقصى	مع وجود الخطاء	- يميز بشكل تام ودقيق بين 💠	- يميز بشكل تام ودقيق بين 💠	تطور المجتمع.	
يظهر الطالب فهمًا 1.1.3	- يميز بشكل سطحي بين ١	الإخلاص والرياء	الإخلاص والرياء	- يميز يشكل تام ودقيق بين الإخلاص 💠	على اتصافه بالإخلاص.
وتمثلا لقيم الإسلام الفردية	الإخلاص والرياء	200000000000000000000000000000000000000	- 2000-	والرياء.	
والجماعية في سلوكه.	200	- يشرح بشكل جزني بين الإخلاص 🌣	- يشرح بشكل جزئي بين الإخلاص 🌣		- يشرح بشكل موسع مقتضيات قيمة التلاحم ،
40.0000 LONG SA SEASON	- يذكر بشكل محدود • مقتضيات قيمة الأخوة	والرياء مع وجود أخطاء	والرياء مع وجود أخطاء	- يشرح بشكل تام مقتضيات قيمة الأخوة. •	المجتمعي موضفا أهمية الالتزام بها
يظهر الطالب فهمًا 1.2.3	- يستخلص بشكل محدود 💠	- يستخلص بشكل جزئي مبادئ 🌣	- يستخلص بشكل جزني مبادئ 💠	- يستخلص بشكل صحيح معظم مبادئ 💠	- يستخلص بشكل تام وصحيح مبادئ الإسلام في ١
وتطبيقًا لأداب الإسلام.	مبادئ الإسلام في حفظ	الإسلام في حفظ الحقوق من نصوص	الإسلام في حفظ الحقوق من	الإسلام في حفظ الحقوق من نصوص	حفظ الحقوق من نصوص الشريعة.
	الحقوق من نصوص	الشريعة.	نصوص الشريعة.	الشريعة.	- يصمم بنجاح تام نشرة تتقيفية حول أداب السفر 🍲
	الشريعة.	- يصمم نشرة تثقيفية حول أداب ا	- يصمم نشرة تثقيفية حول أداب ي	- يصمم بنجاح تام نشرة تثقيفية حول أداب ا	موضحًا أهمية الالتزام بها.
	- يحاول تصمم نشرة ي	السفر مع وجود أخطاء.	السفر مع وجود أخطاء.	السغر.	201 II W. II W. III W. III
	تثقيفية حول أداب السفر	NOT THE REAL PROPERTY.	NO TOURS WINDOWS THE PROPERTY.		- ينتقد بشكل معمق وصحيح الممارسات غير 💠
	مع وجود أخطاء متكررة.		 ينتقد بشكل جزئي الممارسات غير 	- ينتقد بشكل صحيح الممارسات غير 💠	
	- ينتقد بشكل غير صحيح 🌣	اللانقة في السفر مع وجود أخطاء	اللائقة في السفر مع وجود أخطاء.	اللانقة في السفر.	
	الممارسات غير اللانقة في				
أحكام الإسلام ومقاصدها	استر. - يطبق بشكل جزئى 🌣	- يطبق بشكل كامل الصلوات ذات ،	- يطبق بشكل كامل الصلوات ذات ،	يطبق بشكل كامل الصلوات ذات الأسباب •	يطبق بشكل كامل الصلوات ذات الأسباب في ي
rance with my W	الصلوات ذات الأسباب في		الأسباب في مواقف افتراضية ،مع	في مواقف افتراضية ، دون أخطاء	THE RESERVE OF THE PROPERTY OF
وصف - تصنيف - استنتاج	مواقف افتراضية	the state of the s		The state of the s	
يظهر الطالب معرفة 3.1.4	- يطبق بشكل جزئي ١	- يطبق بشكل كامل أحكام العمرة في ١	- يطبق بشكل كامل أحكام العمرة في ١	مواقف افتراضية، دون اخطاء.	
بفقه العبادات ويؤديها بطرقة	أحكام العمرة في مواقف	مواقف افتراضية، مع وجود أخطاء.	مواقف افتراضية، مع وجود أخطاء.		افتراضية، دون أخطاء ، والقدرة على شرح ذلك
صحيحة.	افتراضية.	- يستخلص بشكل جزئي المقاصد ۞	- يستخلص بشكل جزئي المقاصد 💠	الشرعية لأحكام العمرة	
1 2 4 21	- يستخلص بشكل محدود 💠	الشرعية الأحكام العمرة مع وجود	الشرعية لأحكام العمرة مع وجود	- يبين بشكل تام أحكام الإيمان والنذور 💠	- يستخلص بشكل تام وصحيح المقاصد الشرعية ي
يظهر الطالب معرفة 1.3.4 وفهما لقواعد الأحكام الشرعية.	المقاصد الشرعية لأحكام	200	أخطاء.	ويقارن بينهما	
وقهما لقواحد المحدام السرحية.	العمرة.		- يبين بشكل جزئي أحكام الإيمان 🌣		- يبين بشكل موسع أحكام الإيمان والنذور ويقارن ،
	- بيين بشكل جزئي أحكام 💠	والتذور.	والنذور.		بيتهما
	الإيمان والنذور.	4			



Year 9 Success Criteria: Islamic (Native) 9 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى	العمل نحو المستوى	العمل ضمن المستوى	العمل فوق مستوى التوقعات	العمل بشكل ملحوظ فوق مستوى
					التوقعات
السيرة النبوية والشخصيات	 پستطيع سرد مواقف العفو والتسامح 	 پستطيع وصف مواقف العقو 	 پستطيع وصف مواقف العفو والتسامح 	 پستطيع وصف مواقف العقو 	 پستطيع تلخيص مواقف العفو
	من خلال فتح مكة وغزوة خُنين، مع	والتسامح من خلال فتح مكة	من خلال فتح مكة وغزوة خُنين، مع	والتسامح من خلال فتح مكة	والتسامح من خلال فتح مكة
يستخلص الطالب المبادئ 3.1.5	وجود خلط وأخطاء كثيرة,	وغزوة خُنين، مع وجود أخطاء	وجود أخطاء بسيطة	وغزوة خُنين بدقة	وغزوة لحنين بدقة
والعبر من سيرة النبي (صلى الله	 لا يمكنه استخلاص الدروس والعبر 	بسيطة	 پجد صعوبة في استخلاص الدروس 	 پستطیع استخلاص بعض 	 پستخلص بدقة الدروس والعبر
عليه وسلم)من هجرته وحتى	المستفادة من فتح مكة وغزوة خنين	 پجد صعوبة في استخلاص 	والعبر المستفادة من فتح مكة وغزوة	الدروس والعير المستفادة من	المستفادة من فتح مكة وغزوة
وفاته.	ومن سيرة النَّبِيِّ صلى الله عليه وسلم	الدروس والعبر المستفادة من فتح	خُنين ومن سيرة النّبيّ صلى الله عليه	فتح مكة وغزوة خنين ومن	خُنين ومن سيرة النّبيّ صلى الله
55	الأب المرتبي والجدّ الرحيم.	مكة وغزوة خنين ومن سيرة	وسلم الأب المرتى والجد الرحيم	سررة النَّبِيُّ صلى الله عليه	عليه وسلم الأب المرتبي والجذ
يظهر الطالب معرفة 1.2.5	 پستطیع سرد جوانب من سیرة السیدة 	النَّبيِّ صلى الله عليه وسلم الأب	 لا يستطيع التحدث بنجاح عن بعض 	وسلم الأب المرتبي والجذ	الرحيم
واقتداء بشخصيات إسلامية بارزة	الشِّفاء بنت عبد الله رضى الله عنها	المربّى والجدّ الرحيم.	جوانب سيرة السيدة الثيقاء بنت عبد الله	الرحيم.	 يستطيع التحدث بدقة عن
لها في خدمة الإملام والمسلمين.	والإمام الشافعي، مع وجود خلط	 لا يستطيع التحدث بنجاح عن 	رضي الله عنها والإمام الشافعي.	 پستطیع التحدث بنجاح عن 	جوانب من سيرة السيدة الثبقاء
	وأخطاء كثيرة.	بعض جوانب سيرة السيدة الشِّفاء	يجد صعوبة في استخلاص الدروس *	جوانب من سيرة السيدة الثبقاء	بنت عبد الله رضى الله عنها
	لا يستطيع استخلاص الدروس والعبر	ينت عبد الله رضيي الله عنها	والعبر المستفادة من سيرة السيدة الشِّقاء	بنت عبد الله رضي الله عنها	والإمام الشافعي.
	المستفادة من سيرة السيدة الثبقاء بنت	والإمام الشافعي.	بنت عبد الله العدوية رضي الله عنها	والإمام الشافعي.	يستخلص بدقة الدروس والعبر
	عبد الله العدوية رضى الله عنها	يجد صعوبة في استخلاص 💠	والإمام الشاقعي.	يستطيع استخلاص بعض 🌣	المستفادة من سيرة السيدة
	والإمام الشافعي.	الدروس والعبر المستقادة من		الدروس والعبر المستفادة من	الشِّفاء بنت عبد الله العدوية
		سيرة السيدة الشفاء بنت عبد الله		سيرة السيدة الثبغاء بنت عبد	رضيي الله عنها والإمام
		العدوية رضى الله عنها والإمام		الله العدوية رضى الله عنها	الشاقعي
		الشافعي.		والإمام الشافعي.	
الهوية والقضايا المعاصرة	 پدر ث اهمیة الأمن بشكل عام، 	 پدرك أهمية الأمن بشكل عام، 	 يدرك أهمية الأمن يشكل عام، لكنه 	 - يُفسر ضرورة الأمن، ويُحدد 	 يحبد بدقة أهمية الأمن
	لكنَّه لا يقدر أن يُحدَّد المسؤولية	لكنه يُحدد المسؤولية الفردية	يُحدّد المسؤولية الفردية والجماعية عن	بوضوح المسؤولية الفردية	ويُوضَّح العسؤولية الفردية
يظهر الطالب اعتزازه 1.1.6	الفردية والجماعية عن الأمن.	والجماعية عن الأمن بصعوبة.	الأمن يصنعوية	والجماعية عن الأمن	والجماعية عنه، ويُبيّن أهمية
بشخصيته وهويته ووطنه وتقديره	نادرًا ما يصف قضايا وتحديات ١	يصف بين الحين والأخر قضايا ،	يصف بين الحين والأخر قضايا	يصف قضايا وتحديات 💠	الطاعة والتعاون لتحقيقه
لتراثه و ثقافته والنزامه بثوابه	كبيرة، ولا يمثلك القدرة على	وتحديات اجتماعية كبيرة، ويجد	وتحديات اجتماعية كبيرة، ويجد صعوبة	اجتماعية كبيرة، ويحل	يصف بدقة قضايا وتحديات 💠
وعادته وتقاليده	اقتراح الحلول بناة على المبادئ	صعوبة في اقتراح الحلول بناة	في اقتراح المحلول بناة على العبادئ	المشكلات وفق المبادئ	اجتماعية كبيرة، ويحل
	والأحكام الإسلامية والوطنية.	على المبادئ والأحكام الإسلامية	والأحكام الإسلامية والوطنية	والأحكام الإسلامية والوطنية،	المشكلات بناء على المبادئ
يظهر الطالب فهمًا 1.2.6		والوطنية.		مع وجود ألحطاء من حين الا ير	والأحكام الإسلامية والوطنية
للقضايا والتحديات المعاصرة				رحر.	
وقدرة على تطيلها وإيجاد طول					
لها معتمدًا على المبادئ والحكام					
الإسلامية					

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 9 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 Readin g/Further Exploration	Learning Skills
Term 1: Divine revelation:- Honesty of the Prophet (Surat Yasin 1–12) (Holy Qur'an) Actions are judged by intentions (Hadith). Belief in Divine Decree and Predestination (Faith and Creed) Travel manners (Islamic manners) Prayers for Certain Purposes (Eclipse, Rain, and Istikhara) (worship) Al Shifa bint Abdullah Al Adawiya (Seerah) The gift of security (Contemporary Issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significanc e of some important act in Islam. Ministry book Unit 1 & 2	How and why do Muslims recite Quran and hadeeth? UAE Link: The UAE's demonstration of concern in the Holy Quran by establishing centres for the memorization of the Holy Quran as well as conducting annual competitions for memorization of the Qur'an and to select the most beautiful voices in Qur'an recitation at the world Islamic level.	 ❖ To recite and analyse the meaning of Surah Ya-Sin. ❖ To Identify and give evidence of the truthfulness of the message of Prophet Muhammad PBUH. ❖ Infers the wisdom of sending messengers. ❖ Demonstrates the sincerity of the message of Prophet Muhammad (PBUH). ❖ Explains the meaning of the hadith. ❖ Deduces the relationship between sincerity of intention and acceptance of actions. ❖ Concludes the importance of belief in destiny and destiny for Muslims. ❖ Extract the impact of positivity in life. ❖ Explains the benefits of travel. Derives the fruits of discipline through travel etiquette. Explains the concepts of the eclipse prayer, rain prayer, and istikharah prayer. ❖ Explain the biography and teaching of Al-Shifa Al-Adawiya (R.A.) ❖ Explain the importance of women's role in serving society. Conclude the importance of security for the individual and society. ❖ Explains the factors that maintain the security of communities. 	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 8. 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 9 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 Readi ng/Further Exploration	Learning Skills
Divine revelation: The people of the village (Surat Yasin 13–19) (Holy Quran) Upholding the Sanctity of the Three Holiest Mosques (Hadith) Social cohesion (Islamic etiquette) Umrah Rules (worship) The Conquest of Mecca (The Prophet's Biography)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. Ministry book Unit 3 & 4	How sacred are mosques, which are very important for Muslims? UAE Link: Opportunity The UAE is considered a role model for peaceful coexistence among the members of its society, it is home to people of over two hundred nationalities and different religions who enjoy security and stability in the country.	 ♣ To recite and analyse the meaning of surah Ya-sin 20-32. ♣ Explains the position of the village people regarding the call of Allah's messengers. ♣ Deduces the outcome of the conflict between truth and falsehood. ♣ To explain the qualities, manners and importance of 3 holiest mosques. ♣ Identify the means to achieve community cohesion. ♣ Explain the areas of community cohesion. ♣ Analyse and explain the concept, fields and benefits of social cohesion. ♣ Identify the virtue of Umrah. ♦ Demonstrate the right way of performing Umrah rituals and the provisions. ♣ Explore and describe the important events of the conquest of Makkah. ♠ Analyse the main points of the Treaty of Al Hudabiyah and its effects on current world. ♠ Explain the importance of relying on Allah Almighty is deduced from the events of the conquest of Mecca. 	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 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 9 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 Readi ng/Further Exploration	Learning Skills
Divine revelation The story of the believer in the family of Yaseen (Surat Yasin 20–32) (Holy Quran) Maintaining Ties of Kinship (Hadith) Read in the name of my Lord (faith and creed). Oaths and vows (worship) Knowledge brings enlightenment and status (Islamic values). The Battle of Hunayn (Biography of the Prophet) My health is my responsibility (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 5 & 6	How and why maintaining kinship is important in Islam? UAE Link: Opportunity Explain the secret behind the love of the people for Sheikh Zayed (may Allah have mercy on him), how he earned that status and what aspect of his personality deserves to be followed	 Identify and explain the conditions of the righteous people in paradise. compares the consequences for both the righteous believer and the one who denies Allah. Analyse and describe the lesson of hadeeth. Explains the virtue of family ties. Explains the role of family ties in building a cohesive society. Explore the ways to deal with various reading sources. Explores the role of reading in building human civilization. Identify and describe the rules and types of oaths and vows. Enlist the situation in which the rules of oaths and vows apply. Explain the merits of seeking knowledge infer the importance of knowledge in the life of Muslims. Explain the high status of scholars and teachers in Islam. Explain the manners of dealing with scholars and teachers. Explains the positive qualities of a Muslim personality. Identify the reasons, events and conclusion of the Battle of Hunayn. Identify the importance of health in Islam. Explains the role of purity in preventing diseases. 	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. Aliah has made the earth and the sky subservient to mankind. Aliah 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 Aliah 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 Aliah Almighty to discover the laws of the universe with all the creatures that Aliah 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 9 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Reading 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 to the rules of Al Madd. Recites the hadiths included in the curriculum with partial success. Interprets the general meanings of hadiths and links with to actual life, with some errors from time to time.	Recites the Quran surahs included in the curriculum correctly most time. - Interprets successfully the meanings of verses of the Quran surahs included in the curriculum. - Applies often the rules of Al Madd. Recites correctly the hadiths most the time. - Explains successfully the general meanings of hadiths included in the curriculum and links them to the real life.	Recites accurately the Quran surahs included in the curriculum. Interprets accurately the general meanings of verses of the Quran surahs included in the curriculum. Applies accurately the rules of Al Madd. Recites accurately the hadiths included in the curriculum. Explains accurately the general meanings of hadiths included in the curriculum and links them successfully to their real life.
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.	Shows simple ability to analyze the impact of the positive faith in acts of God on the faithful self. - Demonstrates a decent capacity to criticize both the common verbal and behavioral mistakes about divine fate.	- Shows good ability to analyze the impact of the positive faith in acts of God on the faithful self Demonstrates a good capacity to criticize both the common verbal and behavioral mistakes about divine fate.	- Analyzes, deeply, the impact of believing in the divine fate on a believer. -Criticize the verbal and behavioral mistakes that are common between people about the divine fate, supporting their answers with evidence.
Islamic Values Explain, connects and investigate	Limited ability to understand the Islamic values	Some understanding of how to explain simple ideas of voluntary work	- Designs successfully accurately a presentation about the importance of knowledge and scholars, explaining their roles in developing society. - Distinguishes between loyalty and hypocrisy, providing evidence of being loyal. - Explains extensively the requirements of the value of social cohesion, explaining the importance of complying with that. - Concludes completely and correctly the principles of Islam relating to keeping rights from the Sharia texts. - Designs successfully a cultivating bulletin on the morals of travelling, explaining the importance of complying with that. - Criticizes deeply and correctly the inappropriate practices in travelling.	- Designs successfully a presentation on the importance of knowledge and scholars, explaining their roles in developing society. - Distinguishes completely and accurately between loyalty and hypocrisy. - Explains completely the requirements of the value of brotherhood. - Concludes correctly the principles of Islam relating to keeping rights from the Sharia texts. - Designs successfully a cultivating bulletin on the morals of travelling. - Criticizes partially the inappropriate practices in travelling.	-Designs a presentation on the importance of knowledge and scholars with errors. - Distinguishes partially between loyalty and hypocrisy, with errors. -Explains partially the requirements of the value of brotherhood. - Concludes partially the principles of Islam relating to keeping rights from the Sharia texts. - Designs a cultivating bulletin on the morals of travelling with no errors. - Criticizes partially the inappropriate practices in travelling, with no errors.

Year 9 Success Criteria: Islamic (Non-Native)



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

Mathematics



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

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

These aims are realised through our curriculum which:

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

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

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



	What Will I Learn?	Big Learning Question	Permanent Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Number Progression: Unit 1, 19, 28	Learn about the Real Numbers and subsets of the Reals, considering accuracy and ways to re- write numbers for efficient manipulation and problem solving, for example standard index form.	- What does it mean to be accurate and is it always important? - How do you explore the "DNA" of a number and what is it able it tell you? - How does a simple index bring the cosmic and the quantum into reach? - How many patients can we safely treat in this hospitai? - How many users can simultaneously access this website without it crashing? UNE Link: Considering the bounds of a number allows you to make decisions on capacity and loading that are required for grand-scale engineering projects that are synonymous with the UNE.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge Repeating processes 2. Apply your understanding of the topic to solve a variety of problems: - Make links across topics	In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding of the tonal curriculum areas: Be curious, think deeply and ask questions John Mark Park Park Park Park Park Park Park P	Numbers are required in all walks of life and professions, so being able to be adept with manipulating them and communicating them with appropriate accuracy is crucial. Additionally, having techniques to be able to examine the composition of numbers helps improve our understanding of them, how they work and how to use them to our advantage.	This builds on and consolidates your understanding of Y7 Unit 1 and Y8 Unit 1. This builds towards gaining a deeper understanding of how numbers work and developing techniques to open a pathway to higher level Maths. This provides an opportunity for collaboration with Science, particularly with the use of accuracy and standard index form.	Alex's Adventures in Numberland - Alex Bellos Brilliant Blunders - Mario Livio Humble Pl - Matt Parker How to count to Infinity - Marcus Du Sautoy Numberphile: - 98 and the Grafting Numbers - The 10958 Problem - Encryption and Huge Numbers - Fermat's Last Theorem - Usain Bolt TedEd - Whats the difference between Accuracy and Precision?	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Algebra Progression: Unit 2, 12, 16, 17, 21, 26, 32	Consolidate the algebraic skills that will form the foundation for Pure and Applied Maths, become fluent in manipulating and solving a variety of expressions, equations, identities and inequalities.	- To what extent are linear equations useful for modelling real-life scenarios? - Do all equations have a solution? - How can algebra reach beyond 3 dimensions? UAE Link: The UAE has some of the world's best theme park rides and the biggest and most innovative buildings and structures – these projects rely heavily on the use of algebra to push to the limits of engineering possibilities whilst still ensuring safety.	Multi-step problems Creative and efficient approaches Critical thinking Septore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation		Life is about solving problems and Algebra is the elemental language used to solve real-life problems in efficient ways. To solve challenging real-life problems, you will be required to make algebraic generalisations and also to manipulate expressions, equations, formulae and inequalities accurately, arrive at solutions and critically consider the validity of these solutions.	This bullds on and consolidates your understanding of Y7 Unit 2 and Y8 Unit 2. This bullds towards being able to solve general (rather than specific) problems that can be applied to any scenario and context. This links heavily with the Graphs, Functions and Calculus progression which begins to unlock the potential of algebra to solve real-world problems.	17 Equations that changed the World – Ian Stewart Fermat's Last Theorem – Simon Singh Numberphile: - Sequence with a mistake - Sum of natural numbers - Why do people hate Mathematics?	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curlosity Research Adaptability Generalisation Efficiency Analysis



	What Will I Learn?	Big Learning Question	Permanent Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Proportional Reasoning Progression: Unit 3, 13, 23	Learn to move fluently between number representations and calculate with fractions, decimals, percentages and ratio. Link your understanding of these to include a wide variety of directly and inversely proportional relationships.	- What is the best way to write a number? - What is the optimal training duration and intensity required to optimize athletic performance? - How can the inverse square law be used to explain the relationship between physical variables? UAE Links: Converting between AED and other currencies is vital in Global hub for economy and trade. As the population of the UAE increases, this increases the capacity of the workforce, but places more pressure on the resources.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge - Repeating processes 2. Apply your understanding of the topic to solve a variety of problems:	in all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding	A strong understanding of proportion underpins the majority of IGCSE Maths, as well as providing the basis for an enormous range of real-life applications. These range from calculations involving percentages and fractions, simple directly proportional relationships such as quantity vs cost, and speed, distance and time to the most complicated and nuanced direct and inverse relationships between physical quantities in the fields of science, medicine, engineering, business, geography and economics.	This builds on and consolidates your understanding of Y7 Unit 3 and Y8 Unit 4. This builds towards developing an understanding of how to explore proportional relationships across a variety of contexts. This provides an opportunity for collaboration with Business in the form of Supply vs. Demand and optimization problems.	Exactly – Simon Winchester Numberphile: - Mathematical ways to choose a toilet - The golden ratio (why is it so irrational?) - 19 out of 20 NRICH: Mathematics in Financial Markets	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Geometry Progression: Unit 4, 6, 10, 20, 22, 24, 29	Learn about the principles of geometry in 1, 2 and 3 dimensions. Consider lines, angles, polygons, areas, volumes and circle theorems. Use Trigonometry and Pythagoras' Theorem for a variety of 2D and 3D shapes.	- How is geometry used in navigation, GPS and mapping the Earth's surface? - What are the Axioms of Euclidean Geometry and how can we use these self-evident statements to prove everything else? - Do different types of Geometry exist? UAE Link: How did the recent UAE Space Mission's use Geometric principles to support with their success?	Make links across topics Multi-step problems Creative and efficient approaches Critical thinking Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult. You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric	Geometry can often seem too "basic" to be genuinely useful in real-life, but the simple principles that are explored in these units provide the foundations for applications within architecture, computer graphics and animation, navigation and GPS, forces, motion and mechanics.	This builds on and consolidates your understanding of Y7 Unit 4 and Y8 Unit 5. This builds towards gaining a deeper understanding of geometry in 20 as you begin to map this understanding onto Cartesian planes, modelling them algebraically and eventually exploring different geometries and higher dimensions. This provides an opportunity for collaboration with History.	Things to make and do in the 4th Dimension – Mott Parker Geometry Snacks – Ed Southall Wonder book of Geometry – David Acheson Numberphile: - How many ways can circles overlap? - Beautiful Triangles - Unexpected Shapes - Beautiful Trigonometry Veritasium: The discovery that changed Pi NRICH: How many Geometries are there? About Pythagorean Golden Means	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis



	What Will I Learn?	Big Learning Question	Permanent Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Probability Progression: Unit 5, 15, 33	Learn the basic principles of probability, including expected outcomes and the probability of multiple independent and conditional events. Use representations such as tree diagrams, sample space diagrams and Venn diagrams to solve a variety of problems.	Is the success of this vaccine a result of its effectiveness, or is it down to chance? What is the probability that two people in a room share the same birthday? Should you stick with your original decision or change your mind? The Monty Hall Problem. UAE Link: Probability plays a crucial role in various aspects of the UAE, from risk-assessment in finance and insurance to weather forecasting and project planning.	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	in all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and	Probability equips students with the tools to make informed decisions, which is particularly useful in fields of business, finance and project management. Probability is used to analyse and calculate risk, which is useful in industries such as insurance. Probability also has practical applications in forecasting, medical research and sports analysis.	This builds on and consolidates your understanding of Y7 Unit 5 and Y8 Unit 6. This builds towards developing the skills required to study A-Level Statistics and to enter the many industries that require future forecasting. This links heavily with the IGCSE Data and Statistics progression.	Do dice play God? - Ian Stewart Finding Moonshine Marcus Du Sautoy Numberphile: - The Monty Hall Problem TedEd: - Check your intuition: The Birthday problem - The Last Banana - How many ways can you arrange a deck of cards	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Data and Statistics Progression: 7, 11, 24	Represent discrete and continuous data in a variety of ways including lists, frequency tables, cumulative frequency graphs, histograms and scatter graphs. Interpret these representations of data by calculating statistics and use them to make comparisons between sets of data.	- How does an understanding of data provide insights into the habits of people across the globe? Why is this useful? - Do you have an above average number of fingers? - Is it possible to be exactly 180 cm tall? UAF Link: The Dubai Statistics Center (DSC) and the Federal Competitiveness and Statistics Authority (FCSA) are organisations that provide valuable statistical data and reports for the UAE and Dubai. The UAE SDG Data Hub tracks and monitors progress towards implementing the UN Sustainable Development Goals in the UAE.	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	deepen your understanding You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult. You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term—you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.	There are no high-performing businesses and organisations that do not use an element of data and statistics to provide insights into performance, market research, consumer analytics, understanding past and predicting future trends. Data analysis and statistics, along with probability, are at the core of informed decision making and are used in many fields ranging from public health and epidemiology to crime and public safety.	This builds on and consolidates your understanding of Y7 Unit 5 and Y8 Unit 6. This builds towards an innumerable range of careers that required handling and interpreting data. This provides on opportunity for collaboration with Business in the form of Supply vs. Demand and optimization problems	How to make the World add up — Tim Harford How not to be wrong — Jordan Ellenberg How to lie with statistics — Darrell Huff Numberphile: Crystal Balls and Coronavirus (podcast) TedEd: Ues, Damned Lies and Statistics Population Pyramids How Big Data can influence decisions	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis



	What Will I Learn?	Big Learning Question	Permanent Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Graphs, Functions and Calculus Progression: Unit 8, 14, 18, 27, 30, 31	Learn about a variety of graphs and functions, including linear, quadratic, cubic, exponential, reciprocal and trigonometric, and understand their properties and behaviours. Explore derivatives and use calculus techniques to soive problems involving rates of change.	- How does calculus allow us to understand a constantly changing world? - Is there anything you can't put into a function? UAE Link: Calculus is extensively used in civil, mechanical and electrical engineering – fields that allow the UAE to be at the forefront of construction.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge - Repeating processes 2. Apply your understanding of the topic to solve a variety of problems:	In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding	Graphs, functions and calculus can be used to model population growth and decay, to describe motion and forces, to analyse and optimise business processes and operations, and to predict changes in financial markets. Proficient understanding of graphs, functions and calculus opens doors to pursue higher education and careers in STEM related subjects.	This builds on and consolidates your understanding of Y8 Unit 2 and 5 and IGCSE Algebra Progression This builds towards gaining a deeper understanding this fundamental element of applied Maths, opening a pathway to higher level study and carers This provides an apportunity for collaboration with Science	Infinite Powers – Steven Strogotz Numberphile: - Parabolas and Archemides - The Riemann Hypothesis - The C Word (Podcast) TedEd: - What is Calculus used for? Dearnes L Graphing Calculator	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis
Transformations and Vectors Progression: Unit 9, 34	Explore translations, enlargements, reflections and rotations to understand how these transformations effect the position, size and orientation of geometric objects in a 2D plane. Learn about constructions, bisectors, loci and scale models. Learn about vectors as objects that represent magnitude and direction and solve problems with vectors in 2 dimensions.	- You learn how to construct on a small scale with compasses and rulers, but how can you scale this up to make it practically useful? - How do Global Positioning Systems (GPS) use loci and constructions? - How are vectors used in computer graphics and virtual reality? LUAE Link: The UAE has a strong commitment to the development and implementation of Artificial intelligence (AI) in various sectors. In 2017 the UAE launched its National AI Strategy, which aims to position the UAE as a global hub for AI.	Moke links across topics Multi-step problems Creative and efficient approaches Critical thinking 3. Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	You will have access to video tutorials to support your learning and you are expected to be proactive in darifying your understanding of topics/questions that you find difficult. You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric	Transformations and vectors are used in computer graphics, virtual reality, 30 modelling and animations, robotics and autonomous systems. They are also used to solve problems related to forces and motion in physics.	This builds on and consolidates your understanding of Y7 Unit 4 and Y8 Unit 5. This builds towards careers in fields such as computer science and engineering. This links heavily with Computer Science and Physics.	Weirder Maths – David Darling and Agnijo Bonerjee TedEd: - What is a Vector? Numberphile: - Numbers and Free Will - Math and Movies (Animation at Pixar) An Introduction to Vectors - NRICH	Critical thinking Creativity Collaboration Independence Problem-solving Exploration Resilience Curiosity Research Adaptability Generalisation Efficiency Analysis

Year 9 Success Criteria: Mathematics



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1 – Number 1	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
- Use a scientific calculator, accurately round numbers, estimate and check solutions	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
- Understand factors, multiples and primes (including HCF and LCM)	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
- Understand rules of indices and apply to problems involving factors, multiples and standard index form	with limited	201000000000000000000000000000000000000	Establishment and a second and a	accuracy	problems and
■ NOTE AND		with accuracy Can remember some rules and facts with varying consistency	Can remember most rules and facts consistently Can begin to make links between different content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to solve problems with real-life context	A STATE OF THE PARTY OF THE PAR	CONTRACTOR STATE OF THE PROPERTY OF THE

MFL (Modern Foreign Languages)



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

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

These aims are realised through our curriculum which:

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

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

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

Year 9 Curriculum: MFL (French)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	How to talk about self, family and friends How to make arrangements to go out How to talk about events and yourself using past tenses	How to talk about friends and family? How to talk about making arrangements? How to describe your daily routine and chores? How to describe your life when you were younger? How to describe your role model? UAE Link: https://www.dubaitravelguide.info/visit-dubai/ https://www.moec.gov.ae/en/- /entertainment?delta=4 https://www.khaleejtimes.com/entertainment	Revising family and describing people using adjectival agreement and present tense Revising places in a town and activities using definite and indefinite articles, alier in the present tense and prepositions Talking about friends and using irregular verbs in the present tense Talking about family relationships using reflexive verbs, possessive adjectives and emphatic pronouns Making arrangements to go out using the near future tense Describing a night out using the perfect past tense To talk about life when you were younger using the imperfect tense To discuss role models using the present, perfect and imperfect tenses	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment Module 1 assessment in reading, listening, speaking and writing	To understand how to say where places are in a town To be able to describe self and others in more detail To be able to talk about the past using two different tenses	This builds on adjectival agreement and wider vacabulary knowledge This builds towards using two different tenses effectively in the past and being able to narrate an event This provides an opportunity for collaboration with English	Exploring forums on what makes a good friend Discover nightlife on other Francophone countries Research French-speaking role models Research your family tree	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 2:	How to talk about media and free-time activities in the present and past tenses	How to talk about sports? How to talk about my favourite TV programmes and books How to compare films and actors? UAE Link: https://u.ae/en/about-the-uae/culture/sports-and-recreation: https://www.filmdistrictdubal.com/blogs/dubai-film-industry-the-filmmakers-hub-of-the-uae	Revising sport and music using faire and jouer To revise technology and free-time activities including film and TV using present and perfect tense How to use depuis + present tense and the position of adjectives Talking about your life online using the comparative To talk about books and reading using the imperfect tense Talking about TV programmes using direct object pronouns To discuss films and actors using superlative adjectives	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment: Module 2 assessment in reading, Ilstening, speaking and writing	To gain insight into how to use tenses and comparatives effectively to discuss free-time activities.	This builds on free time activities, preferences and past tenses This builds towards translating a text into French using different tenses This provides an apportunity for collaboration between English, Music and Sport.	Research popular magazines, comics, social media sites in francophone countries Look at traditional French literature and research some well-known authors Watch a film or TV programme in French, note some useful vocabulary Find out about reading habits in the past compared to nowadays Present a profile of your favourite actor/author/sports person Understand the importance of Cannes film festival	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 9 Curriculum: MFL (French)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term3:	How to talk about food and drink How to go shopping for clothes Discussing festivals and traditions	How can I talk about food and drink and relate them to festivals and special occasions? How can I go shopping for clothes? How to talk about different festivals in Francophone countries UAE Link: https://www.dayoutdubai.ae/blog/safari/traditional-food-of-use/ https://u.ae/en/information-and-services/visiting-and-exploring-the-use/what-to-do-in-the-use/shopping https://u.ae/en/media/events	Talking about food and meals using the partitive article and the irregular verbs boire and prendre Discussing and shopping for clothes using adjectives, subject and object pronouns and the verbs porter and mettre Describing your daily life using pouvoir and devoir and asking questions Talking about food for special occasions using the pronoun en Using polite language and asking questions in the fu and your forms Describing family celebrations using venir de + infinitiive	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment: Module 3 assessment in listening, reading, writing and speaking	To be familiar with traditional French cuisine and festivals To be able to go shopping to buy clothes To understand how French-speaking countries celebrate special occasions and festivals	This builds on using irregular verbs This builds towards learning obout French culture and traditions and preparing for role play in the GCSE speaking examination This provides an opportunity for collaboration between English and Food Technology	Research francophone festivals and celebrations Read French fashion magazines/ blogs Discover Paris Fashion Week Find traditional recipes for French special occasion cuisine and recreate them Create a presentation about your experience in a French festival	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 9 Curriculum: MFL (Spanish)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term1:	How to talk about holidays in different tenses	How can I narrate the details of a holiday? UAE Link: https://www.dubaitravelgu ide.info/visit-dubai/ https://www.ncm.ae/maps-weather-forecast?lang=en	Discussing holidays and weather in the present and preterite tenses Using different opinions to add variety Referring to other people's opinions and giving reasons for activities Using sequencers Employing verbs in the 'we' form Describing where you stayed using the imperfect tense Using a dictionary effectively to find new words Using questions to form answers Booking accommodation and dealing with problems Using verbs with the polite 'you' form usted' Identifying positive and negative opinions Using three tenses together—present, preterite and imperfect	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment Module 1 assessment in listening, reading and writing	To be able to narrate events on holiday using a wider range of opinions and tenses	This builds on giving opinions, understanding question words and listening to identify the person of the verb This builds towards using different verbs of opinion and referring to others' opinions, as well as recognizing tenses and re-ordering texts This provides an opportunity for collaboration between English, Geography and ICT	Research popular holiday destinations in Francophone countries Look at the weather in related countries and how it might affect tourism / the economy Create a tourist information guide	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 2:	How to talk about school	How can I talk about my school compared to schools in Spain? UAE Link: https://u.ae/en/informatio-n-and-services/education https://hisduhel.ae/our-school	Giving opinions about school subjects and describing school facilities Describing school uniform and the school day Talking about subjects and teachers using comparatives and superlatives Describing your school past and present using the imperfect and present tenses Using negatives Talking about school rules and problems using verbs followed by an infinitive Talking about plans for a school exchange using the near future Discussing activities and achievements at school using direct object pronouns and desde hoce	Through exploring Assessment for Learning: Reading aloud Ustening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment Module 2 assessment in listening, reading, writing and speaking	To be familiar with the Spanish education system To express opinions about school-related topics To be able to use and recognize four tenses effectively	This builds on using comparatives and superlatives to express opinions This builds towards using negatives and reinforcing the imperfect tense. Also tackling more complex listening comprehensions and narrating in four different tenses This provides an opportunity for collaboration with English and extra-curricular activities	Research the Spanish education system or other Hispanic countries to compare Find out about school rules in Spanish schools Look at uniform worn in Hispanophone countries Research twinned exchange towns and cities in Spain	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Tearmwork Patience Motivation Confidence

Year 9 Curriculum: MFL (Spanish)



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
ab fai fri He an to He ab fai yo	fow to talk bout self, amily and riends flow to make rrangements o go out flow to talk bout friends, amily and ourself using asst tenses	How can I talk about myself, others and free-time? UAE Unk; https://www.moec.gov.ae/en/-/entertainment?delta=4 https://www.khaleejtimes.com/entertainment https://u.ae/en/about-the-uae/culture/art https://www.elfdubai.org/en/home-https://u.ae/en/media/me-dia-in-the-uae/types-of-media	Talking about socialising and family using verbs in the present tense and possessive adjectives Describing people using adjectival agreement and using comparatives Talking about social networks using para + infinitive and extending responses by referring to others Making arrangements using the present continuous tense Talking about reading preferences using a range of connectives Recognising ideas expressed differently Describing people using the verbs ser and estar Using similes and negatives Talking about relationships using reflexive verbs and referring to the present and past	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Internet research Summative Assessment: Module 3 assessment in listening, reading and writing	To understand how to describe self and others in more detail using both physical and character description adjectives To be able to make social engagements To recognize the difference between two verbs with the same meaning To be able to discuss relationships using two timeframes	This builds on adjectival agreement and wider vocabulary knowledge This builds towards extending responses by referring to others This provides an apportunity for collaboration with English and ICT	Exploring forums on what makes a good friend Discover nightlife in other Spanish speaking countries Research Spanish authors Read a Spanish newspaper, magazine, comic or blog Do a presentation about a friend using the learning objectives	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 9 Success Criteria: MFL (Modern Foreign Languages)



Language Skill	Working Below	Working Towards	Working At	Working Above	Significantly Above
LISTENING	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases.	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences.	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. Transcribe sentences.	Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures, spoken clearly.	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly.
READING :	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar into English.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.	Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures. Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.	Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.
WRITING	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.	Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Unk sentences and paragraphs, and structure ideas. Translate a short passage containing linked longer sentences with more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.
SPEAKING	Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation.	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures. Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.	Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.	Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.

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



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

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

Music



At Horizon International School, Year 9 students extend their Key Stage 3 learning by exploring contemporary and applied areas of music. Our Year 9 curriculum builds on their strong foundation by ensuring that students:

- Experience the inspiration and power of music through modern genres and contexts such as electronic dance music, video game music, and film soundtracks.
- Develop practical skills in using Digital Audio Workstations (DAWs) to compose, arrange, and produce electronic dance music, building confidence in digital music-making.
- Explore the role of music in video games, learning how soundtracks shape atmosphere, mood, and interactivity, before creating their own project inspired by the medium.
- Study film music to understand how composers use music to move action forward, heighten emotion, and enhance storytelling.
- Participate in a collaborative performing arts project where they design and produce a movie trailer, applying their knowledge of music to capture attention and draw audiences.
- Refine their understanding of musical literacy by identifying how elements of music are used differently across contemporary genres.
- · Gain confidence in presenting and sharing their creative work, both digitally and in person, building resilience and self-expression.
- Work in a collaborative environment that values creativity, respect, and teamwork while encouraging independent decision-making.
- Engage in reflection and evaluation of their own and others' projects, using success criteria rubrics to guide improvement and support independence.
- Develop transferable skills such as digital literacy, problem-solving, collaboration, and creative thinking, which are valuable both inside and outside of music.

These aims are realised through our curriculum which:

- Provides students with hands-on experience in composing and producing electronic dance music, designing video game-inspired soundscapes, and creating film music projects.
- · Sequences learning so that students first gain skills in using DAWs and composing in contemporary styles before applying these to larger, integrated projects.
- Encourages personalisation by allowing students to make creative choices in the genres, sounds, and styles they incorporate into their projects.
- Develops communication, collaboration, critical thinking, creativity, and confidence, ensuring that students leave Key Stage 3 with skills that extend far beyond the music classroom.

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

- Provides students with regular feedback on their practical and creative work, with clear communication on how to improve, supported by success criteria rubrics for each project.
- Captures and analyses assessment data consistently to inform planning and ensure that every student has the opportunity to make progress and achieve success.
- Provides written reports to parents and includes discussions during parent-teacher consultations to share student progress, strengths, and areas for development.
- Engages staff in moderation activities where student work is assessed against agreed success criteria, shared with colleagues, and discussed to maintain consistent standards across the department and school.
- Utilises Student Voice through digital surveys and reflections, allowing students to shape their own learning experiences and enabling staff to adapt lesson planning to meet their needs.

Year 9 Curriculum: Music



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1a:	Unit 1: Electronic Dance Music	How does electronic dance music shape culture and influence people in both local and global contexts? <u>UAE Link:</u> Electronic music is part of the UAE's cultural scene, from large festivals to youth entertainment. Students will explore how DIs and producers contribute to the creative industries and how international trends influence local music tastes.	Understand the key characteristics of electronic dance music and its role in society. Develop skills in using the digital audio workspace BandLab to compose and edit music. Experiment with layering sounds, beats, and effects to create original compositions. Analyse how EDM affects audiences emotionally and socially.	Students will learn through practical, hands-on workshops using the online digital audio workstation BandLab. They will be guided step-by-step in using tools such as loops, samples, and effects to construct their own compositions. Listening exercises will expose them to a wide range of EDM sub-genres, helping them understand its global diversity. Collaboration with classmates will allow students to experiment with different techniques, share ideas, and refine their work based on peer and teacher feedback. Assessment for Learning: Feedback on draft compositions, peer evaluations, and mini reflections. Summative Assessment: Create a complete EDM composition in BandLab.	Students will learn how to harness technology to create music, a skill increasingly relevant in the modern music industry. By exploring EDM, they will gain an appreciation for its cultural impact, not only as entertainment but also as a way of shaping social gatherings and identity. This unit also builds creativity, digital literacy, and teamwork — all of which are transferable to other subjects and future opportunities.	This builds on prior skills in composition and music technology. This builds an understanding of contemporary genres. This provides an opportunity for collaboration between student through peer feedback and group collaboration.	Project: Compose an original EDM track in BandLab. Reading: Electro Shock: Groundbreakers of Synth Music — Laurent Garnier Further Exploration: Experiment at home with free DAWs, remix songs, or try synthesiser apps.	Creativity Problem-solving Digital Literacy Collaboration
Term 18:	<u>Unit 2</u> : Video game music	How does music guide player experience and build emotional connections in video games? UAE Link: The UAE is a fast-growing hub for the gaming industry, with events such as Middle East Games Con and investments into eSports and gaming companies. Video game music plays a key role in this, as it contributes to the immersive experience of games that are popular across the region. Students will explore how music in games reflects cultural diversity and how the UAE's young population engages with video game music daily, both as players and aspiring creators.	Explore the role of repetition and themes in video game music. Analyse how music adds excitement and tension. Compose original music for a video game scenario. Plan and perform a video game music concert.	Students will learn through a combination of listening, analysis, and composition. They will listen to iconic soundtracks from games such as Mario, Zelda, and FIFA, exploring how composers use motifs and repetition to guide the player. Practical lessons will involve creating original music using digital tools, experimenting with loops and themes to match characters or settings. Performance activities will allow students to share their work in a live "video game concert," simulating how music accompanies gameplay. Assessment for Learning: Teacher feedback, peer reviews, and reflective journals. Summative Assessment: Perform a short video game concert with original music.	This unit highlights the power of music in interactive storytelling, teaching students how to compose with purpose. They will develop creativity and problemsolving skills, as they must design music to enhance particular characters, settings, or scenarios. At the same time, students will gain insight into the entertainment industry, where music and technology are increasingly interconnected.	This builds on on listening and composition skills. This builds creating music for interactive media. This provides an opportunity for collaboration through performance.	Project: Create music for a chosen game scene and perform it in a concert. Reading: A Composer's Guide to Game Music – Winifred Phillips Further Exploration: Compose simple music for mobile or PC games using free apps.	Analytical Thinking Collaboration Composition Digital Skills

Year 9 Curriculum: Music



	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:	Unit 3: Film music	How does music influence emotion, character recognition, and narrative in film? UAE Link: The UAE has developed a strong reputation in film through events such as the Dubai International Film Festival and the growth of local production companies. Students will consider how music is used in films shown in UAE cinemas and how composers, both international and regional, create soundtracks that influence global audiences. The unit also connects to the UAE's ambition to position itself as a centre for the creative industries, including film and media.	Understand how music supports visual storytelling. Analyse the Star Wars overture and recurring themes. Learn film music terminology. Develop critical listening and analytical writing skills.	Students will learn by analysing clips from well-known films, breaking down how musical techniques reinforce the visuals. They will be guided in identifying leitmotifs, orchestration, and dynamic changes that enhance narrative. Class discussions will encourage them to think critically about the role of music in films they already watch, while writing exercises will help them articulate their understanding in clear, structured responses. Assessment for Learning: Class discussions Reflective Writing Terminology Quizzes Summative Assessment: A formal written paper on film music analysis.	This unit develops the ability to think deeply and critically about how music functions beyond entertainment. It encourages students to link sound with visual media and to express their ideas in extended writing, a skill that prepares them for more formal study. Beyond this, it helps students appreciate how music has the power to shape cultural experiences and create memorable cinematic moments.	This builds on listening and analysis skills. This builds towards understanding music as a storytelling tool. This provides an opportunity for collaboration through discussion and critique.	Project: Analyse a film sequence and write a report on its music. Reading: On the Track: A Guide to Contemporary Film Scoring — Fred Karlin & Rayburn Wright Further Exploration: Watch films at home and note recurring musical themes.	Critical Listening Analysis Writing Evaluation Research
Jerm 3:	Unit 4: Collaborative Performing Arts Movie Trailer	How can music, sound effects, and performance work together to create an engaging movie trailer? **UAE Link:** The UAE is becoming known for its investment in creative and media industries, with studios, production companies, and entertainment events playing a key role in its cultural growth. Students will see how these industries require collaboration across music, sound, and visuals to create high-quality productions. They will explore how professionals in the UAE use trailers, music, and sound design to capture audiences' attention, linking classroom learning to real-world applications.	Apply skills from music, dance, and drama in one project. Record and edit music and sound effects. Synchronise music with visuals for dramatic effect. Work collaboratively to produce a trailer.	Students will work in groups to combine performance and music skills into a creative project. They will rehearse dramatic scenes, record original music and sound effects, and edit their work using digital software. This process mirrors professional creative practice, with students taking on roles such as composer, editor, or performer. Teacher guidance and peer evaluation will support students in refining their trailers to professional standards. Assessment for Learning: Peer feedback Rehearsal notes Teacher guidance. Summative Assessment: A final movie trailer assessed on music, sound, and editing.	This unit brings together all of the creative and technical skills students have developed throughout the year. It shows them how music works hand-in-hand with performance and visual media to tell stories and capture an audience's attention. Beyond music, it develops teamwork, time management, and digital editing skills that are valuable in both education and the workplace.	This builds on kills in composition, performance, and media. This builds towards multimedia projects that combine sound and visuals. This provides an opportunity for collaboration for collaboration in a group context.	Project: Create Horizon Haunting, a movie trailer with original music, sound effects, and visuals. Reading/ Listening: The Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects — Ric Viers Further Exploration: Experiment with creating short clips or trailers at home using free editing software.	Creativity Teamwork Technical Literacy Problem-Solving Project Management

Year 9 Success Criteria: Music



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1: I can use digital tools to compose an electronic dance music track that demonstrates creativity and an understanding of the style.	Students show a limited understanding of EDM and struggle to use BandLab to create a basic track. Their work contains little awareness of how beats and effects are layered to shape mood.	Students demonstrate some awareness of EDM by experimenting with simple beats and sounds in BandLab. Their compositions show an attempt to reflect the style but remain underdeveloped and lacking variety.	Students create an EDM track that includes clear beats, layers, and effects, reflecting an understanding of the style. They show awareness of how EDM engages listeners and impacts social experiences.	Students produce a well- structured EDM composition that makes effective use of layering, effects, and texture. Their work demonstrates a clear sense of style and an understanding of how music can energise and connect audiences.	Students compose a highly creative and polished EDM track that captures the essence of the genre while showing originality. Their compositions reflect deep understanding of EDM's cultural role and technical sophistication in digital production.
Unit 2: I can compose and perform video game music that supports gameplay,	Students show a limited awareness of how video game music functions and produce	Students begin to use repeated ideas and simple themes in their game music. Their work shows some connection to	Students compose music that uses repetition and themes effectively to reflect characters, settings, or	Students create imaginative game music that uses repetition and variation to guide the player's	Students compose highly effective and engaging video game music that demonstrates originality, strong thematic
setting, and character.	basic sounds with little relation to character or setting. Their work does not yet reflect the role of repetition or thematic ideas.	gameplay but lacks consistency and development.	gameplay. Their work shows a developing understanding of how music creates tension and excitement.	experience. Their compositions show confidence in building atmosphere and supporting the action of the game.	development, and sophisticated use of repetition. Their work shows clear insight into how music immerses the player in the gaming world.
Unit 3: I can analyse and explain how music supports storytelling in film and demonstrate understanding through written work.	Students show a limited ability to describe how music is used in film, offering vague observations without correct terminology. Their written work does not yet connect music to story or character.	Students attempt to explain the role of music in film and use some appropriate terminology. Their responses make basic links between music, mood, and action but lack detail and depth.	Students explain clearly how music supports film, using correct terminology and relevant examples. Their written work demonstrates understanding of how composers use techniques such as leitmotif and dynamics.	Students write confidently about film music, making thoughtful connections between musical techniques and their emotional or narrative effects. Their responses show strong understanding of how composers create memorable cinematic experiences.	Students produce highly analytical writing that explores music's role in film with depth, precision, and sophistication. Their responses demonstrate a clear ability to link detailed musical features to story, character, and wider audience impact.
Unit 4: I can work collaboratively to create a movie trailer that integrates music, sound effects, and performance to engage an audience.	Students show limited contribution to the trailer project and produce simple sounds that do not match the visuals. Their work lacks organisation and shows little awareness of how music enhances drama.	Students contribute to the group trailer with some relevant sound or musical ideas. Their work shows attempts to link music and visuals, though these are sometimes inconsistent or underdeveloped.	Students collaborate effectively to create a trailer that combines music, sound, and visuals in a clear way. Their work demonstrates understanding of how music and effects attract attention and add drama.	Students produce a creative and well-organised trailer that makes strong use of music and sound effects to enhance the action. Their group work is effective, and their project shows confidence in synchronising music with performance.	Students create a highly polished and professional-style trailer that integrates original music and sound design seamlessly with visuals. Their work shows imagination, technical skill, and clear understanding of how to engage audiences through multimedia.

PE (Physical Education)



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

- Are equipped with the necessary learning and life skills and to be able to apply them to different concepts to cope within 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

Year 9 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
	Each class	will follow the rotati	on of activities below thro	ughout the course of the year, cor	npleting the activities in di	ferent orders but co	vering all of the content	s below.
Health- Related Fitness	This unit will explore the links between components of fitness, methods of training and particular sporting disciplines. St udents will consider the concept of character development and particularly dealing with challenge.	How can I use sport and exercise to develop transferrable skills to deal with challenge in life? <u>UAE Link:</u> National agenda obesity and healthy lifestyle goals. Dubal 30x30 fitness challenge initiative.	Understand and link components of fitness, methods of training and particular sporting disciplines, understanding how to develop these and why Understand and be able to independently administer fitness testing, set personal goals and devise a plan to achieve them Know how to improve fitness levels and general health through exercise Develop leadership skills and ability to lead others Create and adapt fitness activities to suit the needs of the performer, adjusting the level of challenge Develop the ability to deal with challenge in a variety of scenarios Develop knowledge of different fitness-based activities and links to everyday life.	Through exploring a range of different methods of training such as CrossFit, boxing, and circuit training. Self-conducting fitness tests, analysing results and considering current levels before undertaking activities to improve these. Understanding how each component of fitness can be developed and why they would need to be for specific sports. Assessment for Learning: questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, delivery of a planned circuit session to a partner. Summative Assessment: Final fitness test lesson including administering tests, questions and dat collection and comparison. This assessment will assess how effectively students have developed their understanding of the topic	like to be, and understand how to make progress to get to that point, overcoming challenge and dealing with perseverance and resilience	This builds on existing knowledge of Health-Related fitness gained in Year 7 and 8 based on methods of training and components of fitness. This builds towards a further understanding of health, exercise and body systems in IGCSE Physical Education This provides an opportunity for collaboration between Science, Moral Education and Mathematics	Design a circuit training session and understand the components of fitness you are developing, adapting this to different clients and session goals Complete a scenario-based coach-client lesson, devising workouts based on specified targets and goals Create fitness-based workouts that improve a specific component of fitness or muscle group Setting up and administering fitness tests on yourself and others using the correct procedures for each	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Leadership
Invasion Games	This unit will explore invasion gam es with particular focus in basketball, ne tball and football and character development	How can I ensure that I develop my knowledge, character and ability in invasion games; within basketball, netball and football specifically? UAE Link: National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.	Consolidate attacking and defending strategies Understand and try different types of passes in basketball, netball and football Can officiate peers in a game environment Can analyse and reflect on performance Develop knowledge of rules of basketball, netball and football Develop teamwork, organisation and communication Promote character development Develop netball specific passes and skills Develop netball specific passes and skills Develop football specific passes and skills	Through exploring a range of challenges, drills, activities and games. Some activities lead by the learner, a peer or a teacher Assessment for Learning questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE. Summative Assessment: Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays. This assessment will assess how effectively students have developed their understanding of the topic.	game and develop a love/understanding for the sport. To know how to work as a team, collaborate and communicate with peers. To know the positive impact of tearnwork and working together to reach a goal. To help promote character development amongst students.	This builds on existing k nowledge of Invasion Games gained in Year 7 and 8. This builds towards a better unders tanding of the rules of basketball, touch rugby and character development amongst students. This provides on opportunity for collabor ation between Moral Education, PSHE and Social studies.	Design a set play for basketboll, football and netball Create an activity (warm up, drill, conditioned game) for peers to complete in basketball, netball and football Join the school squads Participate in sports out of school/ECAs	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Tearnwork Leadership Confidence Sportsmanship Patience Motivation

Year 9 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
Athletics	This unit will explore Athletics and the concept of 'Character Development.'	How can participation in athletics contribute to the development of one's character, and how might this character development influence personal success both inside and outside of sports? <u>UAE Unic.</u> Athletics can foster essential character traits like discipline, resilience, teamwork, respect, and integrity. These are not only key for sporting success but are also vital in aligning with the UAE's vision of creating a society that values hard work, perseverance, respect for all, and a sense of responsibility towards the community. Moreover, the spirit of healthy competition in athletics mirrors the UAE's ambitions of striving for excellence and innovation in various sectors.	Master a range of advanced athletic skills and deepen understanding of various athletic events. Refine techniques in athletics disciplines such as sprinting, middle-distance running, jumping, and throwing. Understand and exemplify key character traits like sportsmanship, integrity, perseverance, respect, and teamwork within the context of athletics. Recognize the broader application of these character traits, beyond athletics, to other areas of life. Cultivate self-discipline, determination, and resilience by setting and working towards personal athletic goals. Reflect on the importance of character traits in personal growth and ethical conduct. Understand the alignment of personal character development with the vision and values of the United Arab Emirates.	Through exploring the development of one's character through a range of Athletic disciplines. Some activities lead by the learner, a peer or a teacher. Assessment for Learning: Questioning, assessment of student I ed warmups, drills, measuring, recording, timing & peer coaching. Summative Assessment: Students can create a video project that showcases their development in athletics skills and the character traits they've honed throughout the unit. This assessment will assess how effectively students have developed their understanding of the topic	in the Year 9 Athletics unit, students will learn a range of advanced athletic skills to deepen their understanding of different athletic events. They will refine techniques in events like sprinting, middle-distance running, jumping, and throwing. In addition, they will engage in activities designed to develop character exploring concepts like sportsmanship, integrity, perseverance, respect, and tearnwork in the context of athletics learning how these character traits contribute not only to success in athletics but also in other aspects of your life. They will explore the values of self-discipline, determination, and resilience through setting personal athletic goals and work towards them. Furthermore, they will reflect on the importance of these character traits, aligning with the vision and values of the United Arab Emirates, helping them to become well-rounded, responsible, and ethically-minded citizens.	This builds on Existing knowledge of Athletics from Years 7 and 8. This builds towards A better understanding of each athletic event and how it links to sports day building strength in character. This provides an opportunity for collaboration between Maths, Science, Moral Educ ation, PSHE and Social studies.	Project-Based Learning: "Athletics and Character Video Documentary Wider Reading: "Biography of an Athlete" Students could select and read a biography or autobiography of a professional athlete. Further Exploration: "Comparative Study of Character Development in Different Sports	Goal Setting Teamwork and Collaboration Self-Reflection Critical Thinking Communication Skills Problem-Solving Leadership Skills Time Management Strategic Planning Resilience and Perseverance
Aquatics	This unit will explore and refine skills in aquatic disciplines.	To be able to refine, develop and become proficient in aquatic disciplines. UAE Link: National agenda obesity and healt hy lifestyle goals. Water safety initi ative.	To show knowledge and demonstrate positional play in water polo To demonstrate and show knowledge of set plays in water polo To showcase higher standard of positions in synchronized swimming. To showcase the ability to perform lifts in synchronized swimming. To create a routine to the beat of a song.	Through exploring different positions and set plays in water polo using flipped learning methods and then applying it in the pool. Through exploring different positions of easy, medium and hard with different levels as well as paired lifts. Assessment for Learning: Questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, Swim England stages and Lifeguard training levels. Summative Assessment: Assessing against swim England stages, and personal survival specification This assessment will assess how effectively students have developed their understanding of the topic	To gain insight into how to refine and improve techniques in synchronised swimming and water polo.	This builds on knowledge and skills learnt in year 8 on water polo, and synchronized s wimming. This builds towards becoming being equipped with the skills to compete in different aquatic disciplines. This provides an opportunity for collaboration between science and PE	Analyse flipped learning videos based on positional play and create a presentation on this. Design a routine with chosen music that involves several lifts and positions.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking

Year 9 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
Striking and Fielding	In this unit we will explore the sports of rounders and cricket. We will explore and range of skills such as catching, throwing, batting, fielding and tactical knowledge. We will explore the concept of year 9 which is 'character development.'	How can I ensure that I develop my knowledge of leadership through rounders? <u>UAE Link:</u> National agenda of reducing obesity levels	To apply the correct throwing technique depending on the situation To systematically solve problems by thinking of solutions To show the correct decision making when selecting the correct catch To show the correct batting technique in games Correct speed and accuracy for bowling To show an ability to umpire games To show an ability to develop fielding formations.	Through exploring a range of different skills that are needed to be a competent performer in rounders and cricket. Exploring why leadership is an important life skill that can be harnessed through sports and PE. Assessment for Learning: Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. Summative Assessment: Participation in a controlled game, questioning, assessment of student led warmups /drillis/ set plays. This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with the rules and regulations of rounders and cricket and develop the skills needed to be a competent performer in rounders. To gain an understanding of the importance of problem solving in life. The gain a deeper understanding of the rules of rounders and cricket to be able to umpire a game.	This builds on from the knowledge of striking and fielding activities in year 8. This builds towards GCSE sporting options and competing in the competitive DASSA league. This provides an opportunity for collaboration between PE and science.	Design a fitness circuit that would benefit a professional rounders or cricket player Analyse peer's performance and provide feedback on how they could improve Create an effective warm up for rounders and cricket players Take part in rounders ECAs Create a small ECA for younger students playing rounders.	Critical thinking Creativity Collaboration Problem-solving Adaptability inquiry Research Design Thinking
Net and Wall Games	In this unit students will develop knowledge and practical skills in table tennis, badminton and volleyball.	Can your mindset and reaction to a situation determine the outcome? UAE Link: Intercultural relationships, character and morality in Moral Education, combatting obesity	To develop an understanding of team cohesion and effective collaboration whilst taking on leadership roles and considering the power of positivity To develop teamwork, leadership and communication skills To understand self-awareness and contribution towards a team goal To enhance a more advanced knowledge and understanding of volleyball, badminton and table tennis skills, tactics, strategies and rules To increase knowledge of different roles and opportunities within sport To understand the importance of a positive mindset and explore how our reactions to situations can have an effect on the outcome or next steps.	Through exploring a range of different roles in sport you will gain an understanding of what each role involves and the skills needed for these in a range of net and wall games. Through exploring a range of practices, activities and gamesbased approach developing the different skills needed to be successful in volleyball and table tennis. Assessment for Learning: Questioning, peer assessment, self-assessment, class and group discussions, teacher observations, ME in PE. Summative Assessment: Final gameplay lesson involving full use of rules, tactics, teamwork and roles in the game. Student umpires for matches as well as final match points. This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with the opportunities involved in different sports. To be able to develop transferrable skills across the three net and wall games, such as communication, collaboration and teamwork, in a sporting environment that can be taken to other subjects across school or the wider world.	This builds an knowledge from the Sports Education units in Years 7 and 8, understanding different and more varied roles and gaining a deeper understanding. This builds towards further improving these skills in future years, subjects and areas of life. This provides an opportunity for collaboration between innovation and Enterprise, Media, Moral Education.	Design a unique logo for your team including a team name Design a team identity, market this team in a variety of ways and work towards gaining bonus points for creativity Develop and lead a fitness session plan based on areas of development your team have outlined Develop and lead a skills session plan based on areas of development your team have outlined Design tactical plans and strategies considering other team's performances Develop ways to improve team cohesion and positivity of the group	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Ethical Conduct and Sportsmanship

Year 9 Success Criteria: PE (Physical Education)



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

Science



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

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

These aims are realised through our curriculum which:

- · Includes a wide range of topics including Ecology, 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?	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
Principle s of chemistr y Topic - States of matter	We will explore the fascinating world states of matter and solubility	How do the properties and behaviors of solids, liquids, and gases explain the states of matter? UAE Link: Understanding the importance of states of matter in various industrial and environmental applications in the UAE.	*Understand the three states of matter in terms of particle arrangement, movement, and energy. Explain the interconversions between the three states of matter, including changes in particle arrangement, movement, and energy. Describe the terms solvent, solute, solution, and solubility, and understand how to interpret solubility curves. Investigate and explain the results of experiments involving dilution and diffusion.	Through experiments, observations, and discussions, students will explore the properties and behaviors of solids, liquids, and gases. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: end of unit assessment This assessment will evaluate students' understanding of the topic.	Understanding the properties and behaviors of states of matter is crucial for comprehending how substances interact in different physical states. This knowledge applies to fields such as chemistry, physics, and engineering, it also enhances critical thinking and problem-solving skills, enabling students to analyze and explain physical processes and make informed decisions.	This builds on your existing knowledge about the properties of materials and methods of separating mixtures from KS2 and Year 7/8. It builds towards gaining a deeper understanding of physical chemistry in Key Stage 4 and the broader implications of studying states of matter. It provides an opportunity for collaborative learning between the subjects of Chemistry and Physics.	Analyze the properties and behaviors of solids, liquids, and gases in different scenarios Investigate the processes of interconversions between states of matter Apply knowledge of states of matter to explain physical processes and experimental results Use scientific methods to study the properties and behaviors of states of matter.	Reasoning Adaptive learning Productivity
The nature of living organism s	We will explore the basic life process for all tiving organisms and specific examples	What are the characteristics and common features of living organisms? UAE Link: Understanding the diversity of living organisms and their role in the UAE's ecosystems and conservation efforts.	- Understand that living organisms share the following characteristics: MRS GRENC (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition, Control) Describe the common features shown by eukaryotic organisms: plants, animals, fungi, and protoctists, as well as prokaryotic organisms such as becteria Understand the term pathogen and identify different types of pathogens Describe cell structures and functions, and understand the processes of diffusion, osmosis, and active transport.	Through observations, and discussions, students will explore the characteristics and features of living organisms. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: and of unit assessment will evaluate students' understanding of the topic.	Understanding the characteristics and features of living organisms is crucial for comprehending the diversity of life and the functioning of ecosystems. This knowledge applies to fields such as biology, medicine, and environmental science. It also enhances critical thinking and problem-solving skills, enabling students to analyze and explain biological processes and make informed decisions.	This builds on your existing knowledge about the structure and function of cells and the process of respiration in KS2 and Year 7/8. It builds towards gaining a deeper understanding of biology in Key Stage 4 and the broader implications of studying living organisms. It provides an opportunity for collaborative learning between the subjects of Biology and Environmental Science.	*Analyze the characteristics and features of living organisms in different scenarios. *Investigate the common features of eukaryotic and prokaryotic organisms. *Apply knowledge of living organisms to explain biological processes and pathogen characteristics. *Use scientific methods to study the characteristics and features of living organisms.	Critical thinking Problem solving Reasoning Interpretation Adaptive learning Adaptability



	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
Forces	We will explore the exciting world of forces and acceleration	How do different forces affect the motion and shape of objects? UAE Link: Understanding the role of forces in various engineering and transportation projects in the UAE.	Describe the effects of forces between bodies such as changes in speed, shape, or direction. Identify different types of force such as gravitational or electrostatic. Understand how vector quantities and that force is a vector quantities and that force is a vector quantity. Calculate the resultant force of forces that act along a line and use the relationship between unbalanced force, mass, and acceleration: F = m * a.	Through experiments, observations, and discussions, students will explore the effects of forces on objects and their motion. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: end of unit assessment. This assessment will evaluate students' understanding of the topic.	Understanding the effects of forces on motion and shape is crucial for comprehending how objects interact in various physical contexts. This knowledge applies to fields such as physics, engineering, and sports science, it also enhances critical thinking and problem-solving skills, enabling students to analyze and explain physical processes and make informed decisions.	This builds on your existing knowledge about different types of forces and their effects from KS2 and Year 7/8. It builds towards gaining a deeper understanding of mechanics in Key Stage 4 and the broader implications of studying forces and motion. It provides an opportunity for collaborative learning between the subjects of Physics and Engineering.	*Analyze the effects of forces on motion and shape in different scenarios. *Investigate the differences between vector and scalar quantities. *Apply knowledge of forces and motion to solve problems using F = m * a. *Use scientific methods to study the effects of forces on objects.	Critical thinking Problem solving Analysis Reasoning Executive function
Atomic structure	We will explore the structure of the stom, the properties of subatomic particles, and how atoms combine to form elements and isotopes.	What is the structure of the atom, and how does our understanding of subatomic particles and isotopes explain the behaviour of elements? UAE Link: Exploring how advances in atomic theory support developments in medicine, energy, and technology in the UAE.	Describe the structure of an atom in terms of protons, neutrons, and electrons. State the relative charges and masses of subatomic perticles. Define atomic number and mass number, and use them to calculate the number of protons, neutrons, and electrons. Explain what isotopes are and describe their applications in medicine and industry. Represent atoms using chemical symbols and electronic configurations.	Through models, diagrams, experiments, and problem-solving activities, students will develop their understanding of atomic structure. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including calculations and application questions.	Understanding atomic structure is essential for studying all branches of chemistry and physics. This knowledge underpins topics such as bonding, reactions, radioactivity, and energy transfer. It also develops problem-solving and analytical skills, preparing students for IGCSE and A-Level science.	Builds on prior KS3 knowledge of atoms, elements, and compounds. Provides foundational understanding for chemical bonding, periodic table trends, and nuclear physics. Links with medicine (radioisotopes), environmental science, and technology in the UAE.	Research the history of atomic models (Dalton, Thomson, Rutherford, Bohr). Explore the use of isotopes in medical imaging, radiotherapy, and carbon dating, Analyse how atomic structure explains periodic table organisation and chemical properties.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness



	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
Bioenergetics	We will explore how organisms obtain and use energy through photosynthe sis and respiration. This includes learning the equations, factors affecting the rate of these processes, and their importance for sustaining life.	How do organisms capture, store, and release energy to survive and grow? UAE Link: Exploring how bioenergetics is applied in food production, health, and renewable energy development in the UAE.	Describe the process of photosynthesis and state the belanced symbol equation. Explain how light intensity, carbon dioxide, temperature, and chlorophyll concentration affect photosynthesis. Describe aerobic and anaerobic respiration, including balanced equations. Compare aerobic and anaerobic respiration in terms of products and energy yield. Explain the importance of respiration for metabolism and growth, investigate practical applications (e.g., limiting factors of photosynthesis, exercise and respiration in humans),	Through experiments, data analysis, modelling, and discussion, students will investigate how organisms gain and use energy. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical-based and application questions.	Understanding bioenergetics explains how energy flows through living systems, which is fundamental for biology and human health. It links to global issues such as food security, sustainability, and renewable energy, it also develops scientific enquiry and analytical skills needed for IGCSE and A-Level.	Builds on KS3 knowledge of plants, respiration, and ecosystems. Provides the foundation for GCSE topics in ecology, metabolism, and human physiology. Links with chemistry (enzymes, reactions) and physics (energy transfer).	investigate how greenhouse conditions are controlled to optimise photosynthesis in UAE agriculture. Explore the role of anaerobic respiration in food production (e.g., bread, yoghurt, biofuels). Analyse data on exercise and respiration, connecting to sports science and health.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Energy	We will explore different types of energy, how energy is transferred, conserved, and dissipated, and how efficiency can be calculated and improved.	How is energy transferred and conserved, and why is this important for everyday life and global sustainability? UAE Link: Investigating how energy efficiency and renewable energy sources support sustainability goeis in the UAE.	identify and describe the main types of energy (kinetic, thermal, chemical, gravitational potential, elastic, nuclear, etc.). Explain how energy is transferred between stores (machanically, electrically, by heating, by radiation). Apply the principle of conservation of energy to calculations and real-life scenarios. Define and calculate work done, power, and efficiency. Analyse energy transfer diagrams and Sankey diagrams to show useful and wasted energy. Evaluate the advantages and disadvantages of renewable and non-renewable energy resources.	Through experiments, calculations, modelling, and group tasks, students will investigate energy transfers and efficiency. Assessment for Learning: questioning, peer and setfassessment, class discussion, feedback. Summative Assessment: end-of-unit test including problem-solving and application questions.	Understanding energy transfer and conservation is fundamental for science, technology, and engineering. It enables students to interpret reat-world systems, improve efficiency, and evaluate solutions to global energy challenges. It also prepares students for further study in physics, chemistry, and environmental science.	Builds on KS3 energy transfer and conservation concepts. Provides the foundation for GCSE physics topics on mechanics, electricity, and thermal physics. Links with global issues such as climate change, sustainability, and resource management.	Investigate energy use in households and schools, and propose efficiency improvements. Explore the UAE's investment in renewable energy (e.g., solar power, nuclear power at Barakah). Research innovations in energy storage and sustainable transport.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness



	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
Periodic table	We will explore how the periodic table is structured, how elements are classified, and how their position in the table links to their physical and chemical properties,	How does the periodic table help us understand and predict the properties of elements? UAE Linic Exploring how knowledge of the periodic table supports advances in materials, medicine, and technology in the UAE.	Describe the structure of the periodic table in terms of groups and periods. State how elements are arranged by atomic number and electronic configuration. Explain how the position of an element predicts its properties and reactivity. Identify metals and non-metals and compare their general properties. Describe and explain the trends in Groups 1, 7, and 0 (alkali metals, halogens, noble gases). Investigate reactivity patterns through practical work and demonstrations.	Through experiments, modelling, and group discussions, students will explore the organisation of the periodic table and test predictions of chemical behaviour. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback, Summative Assessment: end-of-unit test including data analysis and practical-based questions.	Understanding the periodic table is essential as it provides a framework for all of chemistry, it enables students to predict and explain chemical reactions, trends, and properties of elements, preparing them for further study in GCSE, A-Level, and beyond.	Builds on KS3 knowledge of elements, atoms, and compounds. Provides the foundation for GCSE topics on bonding, chemical reactions, and quantitative chemistry. Links with real-world applications in materials accence, healthcare, and engineering.	Research the history and development of the periodic table (Mendeleev to modern atomic number). Explore the use of Group 1, 7, and 0 elements in industry and everyday life. Investigate how trends in the periodic table explain reactivity and bonding in compounds.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Breathing	We will explore the structure and function of the human breathing system, how gas exchange occurs in the lungs, and the factors that affect breathing.	How does the human breathing system work to supply oxygen and remove carbon dioxide? UAE Link: Understanding how healthy lifestyles and eir quality in the UAE impact lung function and overall health.	Describe the structure of the human breathing system (lungs, traches, bronchi, bronchioles, alveoli). Explain how alveoli are adapted for gas exchange. Describe the mechanism of breathing in terms of intercostal muscles, diaphragm, and pressure changes. Explain the role of diffusion in gas exchange (oxygen and carbon dioxide). Investigate how exercise, smoking, and environmental factors affect breathing and lung function. Analyse data on lung volume and respiratory rate.	Through models, experiments (e.g., bell jar lungs), date collection, and group discussion, students will investigate breathing and gas exchange. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical and application questions.	Understanding breathing and gas exchange is essential for explaining how humans obtain energy for life processes. This knowledge links to health, sports science, and medicine, and helps evaluate the effects of lifestyle and environmental factors on lung function.	Builds on KS3 knowledge of respiration and the human body. Provides a foundation for GCSE topics on respiration, circutation, and human health. Links with physical education, health science, and environmental studies.	investigate how exercise affects breathing rate and lung function. Explore the impact of smoking and air pollution on the lungs. Research respiratory health initiatives in the UAE (e.g., Dubai Fitness Challenge, anti-smoking campaigns).	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness



	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
Gases in the atmosp here	We will explore the composition of the Earth's atmosphere, the tests for common gases, and how human activities affect atmospheric balance and ctimate.	What are the main gases in our atmosphere, and how do their proportions and interactions affect life on Earth? UAE Link: Exploring the impact of carbon emissions, air quality, and sustainability projects in the UAE.	State the approximate composition of the Earth's atmosphere (nitrogen ~78%, oxygen ~21%, other gases including carbon dioxide ~196). Describe and carry out tests for oxygen, carbon dioxide, hydrogen, and water vapour. Explain the role of oxygen in combustion and carbon dioxide in photosynthesis and respiration. Describe how carbon dioxide is produced by human activity and its link to climate change. Explain the role of greenhouse gases in maintaining Earth's temperature, and evaluate the impact of increasing greenhouse gas concentrations.	Through experiments, demonstrations, research tasks, and data enelysis, students will investigate gases and their roles in everyday processes. Assessment for Learning questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical and application questions.	Understanding gases in the atmosphere explains essential processes for life and highlights the impact of human activity on climate change, it provides the scientific basis for evaluating sustainability, energy use, and environmental policies.	Builds on KS3 knowledge of the atmosphere and human impact on the environment. Provides a foundation for GCSE topics on climate change, energy, and chemical reactions. Links with geography (climate), biology (photosynthesis, respiration), and environmental science.	investigate air pollution and climate change initiatives in the UAE. Explore global projects aimed at reducing greenhouse gas emissions. Research how atmospheric composition has changed over geological time.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Magneti sm	We will explore the properties of magnets and magnetic meterials, how magnetic fields are represented, and the link between magnetism and electricity.	What is magnetism, and how do magnetic fields help us explain forces and electricity? UAE Link: Understanding how magnetism is used in technology, transport, and renewable energy in the UAE.	Describe the properties of magnets (attraction, repulsion, poles). Identify magnetic and non-magnetic materials. Represent magnetic fields using field lines and describe how they show strength and direction. Explain how to magnetise and demagnetise a material. Investigate the magnetic field around a wire and solenoid carrying current. Explain the concept of electromagnets and their applications in everyday life.	Through practical experiments, modelling, and data collection, students will explore how magnetic fields are created and used. Assessment for Learning: questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical-based and application questions.	Understanding magnetism provides the foundation for studying electromagnetism, motors, and generators. It explains how modern technology such as MRI scanners, electric transport, and renewable energy systems work, preparing students for further physics study.	Builds on KS3 knowledge of forces and fields. Provides the foundation for GCSE topics on electromagnetism, motors, generators, and transformers. Links with technology, transport systems, and renewable energy in the UAE.	Investigate how electromagnets are used in recycling, industry, and transport. Explore how magnetic fields are applied in medicine (MRI scanners). Research how renewable energy in the UAE (wind turbines, solar projects) depends on electromagnetism.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Reactivi ty series	We will explore how metals can be arranged in order of reactivity, how this affects their reactions with weter, soids, and oxygen, and how displacement reactions are used to compare reactivity.	How can we compare the reactivity of metals, and why is this important for science and industry? UAE Link: Understanding how reactivity is applied in construction, recycling, and resource extraction in the UAE.	Describe the reactions of metals with oxygen, water, and dilute acids. Use experimental results to place metals in a reactivity order. Define displacement reactions and explain how they show relative reactivity. Represent reactions using word equations and balanced symbol equations. Explain the position of hydrogen and carbon in the reactivity series. Apply the reactivity series to extraction of metals (reduction with carbon, electrolysis).	Through practical axperiments, demonstrations, data analysis, and group tasks, students will test and compare metals and explain their reactivity. Assessment for Learning questioning, peer and self-assessment, class discussion, feedback. Summative Assessment: end-of-unit test including practical and application questions.	The reactivity series is a key tool in chemistry. It helps explain reactions, predict outcomes, and understand industrial processes such as metal extraction, it also links science to practical issues such as corrosion, recycling, and material choice.	Builds on KS3 knowledge of simple reactions of metals. Provides a foundation for GCSE topics on extraction of metals, redox reactions, and electrochemistry. Links with industry, sustainability, and materials science in the UAE.	investigate how the reactivity of metals influences their everyday uses (e.g., aluminium vs iron). Explore the importance of recycling metals in the UAE economy. Research how displacement and extraction methods support global resource management.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness

Year 9 Success Criteria: Science



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









Everyone Counts

Everyone Contributes

Everyone Succeeds



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