



COMPASS INTERNATIONAL SCHOOL  
DOHA

A NORD ANGLIA EDUCATION SCHOOL

Year 9



Overview

How To Support  
Your Child

## STEP Marking

**S**trength  
**T**arget  
**E**ffort  
**P**upil Response

At least once every half term, your teachers will mark your work using the **STEP** framework.

### Strength

What have you done well in the piece of work. This will be specific and not comments such as 'well done'.

### Target

This will tell you how you can improve your work. It could be a question, a task, a certain section to re-draft or to attempt the work again.

### Effort

You will be given a number from 1-4 (1 the highest, 4 the lowest) which indicates how much effort you put into the work:

Number	What this means
1	This is an impressive piece of work. You have gone the extra mile and made excellent progress. You have acted on previous targets. The work is very well presented and you have proofread it carefully resulting in few errors.
2	This is a good piece of work. You have acted on previous targets to make progress. Care and attention has been taken with presentation and you have proofread it to reduce errors.
3	This is a satisfactory piece of work. It is at the lower end of what you are capable of and you can do better with more effort. You need to follow targets more carefully and take more care with your work. You may need to do parts of this again.
4	This is a poor piece of work. It is not reflective of your abilities and is rushed or lacks care and attention. You have ignored previous targets and not paid attention to success criteria. You will need to do this piece of work again. Clear instructions and deadlines must be set for this.

## Pupil Response – Over to you!

Also known as *Dirt Time*, you will be given time in class to improve your work based on the feedback your teacher gave you. This may be the whole piece of work or a section of it and your teacher may tell you which part to improve or you may get to choose.

Your work will then be checked to make sure you have made the improvements. This might be through self-assessment, peer assessment, the teacher checking your work in the lesson or by marking it again.

### Literacy Key

In addition to **STEP** Marking, teachers will also mark your work for literacy. They may pick out all or some of the following issues:

Text Mark	Margin Mark	Meaning
<b>O</b>	<b>Sp</b>	Spelling error – make a note of the correct spelling at the end of the work. Pupil rewrites 3 times.
<b>O</b>	<b>P</b>	Punctuation. Pupil corrects in work or re-do.
<b>O</b>	<b>G</b>	Grammar. Pupil corrects in work or re-do.
<b>O</b>	<b>Caps</b>	Capital letters. Pupil corrects in work or re-do.
/	<b>NS</b>	New sentence needed. Pupil corrects in work or re-do.
//	<b>NP</b>	New paragraph needed. Pupil corrects in work or re-do.
~	<b>?</b>	Expression is unclear or awkward; wrong word used; rephrasing is required. Pupil may need additional short questions to clarify or verbal support to correct.
<b>U</b>	-	Presentation of work – pupil must underline date, title or heading.
<b>D or T</b>	-	Date or Title missing.

### Why are we doing this?

We want to motivate you to put the maximum amount of effort into your work.

We want you to become more independent and better at improving your work.

We want to help you become more confident in providing good feedback to your classmates.

We want to find even more ways to reward you.

### Rewards



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# Arabic

## اللغة العربية

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع
1	سبتمبر	الوحدة الأولى: القراءة: المرأة صنو الرجل		الكتاب الأساسي أوراق عمل الحاسوب
2		البلاغة : التشبيه والاستعارة		
3		الكلمة والجملة: إسناد الفعل الماضي الصحيح إلى ضمائر الرفع المتصلة		
4				
5	أكتوبر	الكتابة : التكامل بين المرأة والرجل		
6		:الوحدة الثانية		
7		القراءة : قصيدة بطل الصحراء لأحمد شوقي		
8				
9	نوفمبر	البلاغة : المحسنات البديعية		
10		النحو : اسناد الفعل الماضي المعتل إلى ضمائر الرفع المتصلة		
11		إملاء: الألف اللينة في آخر الأفعال اثنائية وغير الثلاثية		
12		الاستماع : روح الحياة		
13	ديسمبر	اختبارات منتصف الفصل الدراسي الأول		
14		الوحدة الثالثة		
15		(القراءة : قصة الساذجة ) أنطون تشيخوف		
16		إملاء : الألف اللينة في آخر الأسماء الإثلاثية وغير الثلاثية		
17	يناير	الكتابة : كتابة قصة ووصف الشخصيات		
18		(الوحدة الرابعة: القراءة : دارنا الدمشقية ) نزار قباني		
19		النحو النعت وأنواعه		
20		الكتابة وصف موقف		
21	فبراير	الوحدة الخامسة		
22		.القراءة: قصيدة زهرة الصحراء		
23		النحو : العطف		
24		الكتابة : نثر أبيات شعرية وإبداء الرأي فيها		
25	مارس	اختبار نهاية الفصل الدراسي الأول		
26		الوحدة السادسة		
27		القراءة: اللغة العربية والعلوم الحديث		
28		الإملاء : الهمزة المتطرفة		
29	أبريل	الكتابة : التعلم عن بعد		
30				
31		الوحدة السابعة		
32		القراءة : ميناء حمد الدولي		
33	مايو	النحو : التوكيد اللفظي والمعنوي		
34		إملاء : الهمزة المتوسطة		
35		الوحدة الثامنة		
36		القراءة مسافر على أمواج الخليج		
37	يونيو	إملاء : الهمزة المتطرفة		
38		النحو : الاستثناء		
39		(الوحدة الأولى ) كتاب الفصل الثاني		
40		قراءة : قمر في علياء المجد		

# Art

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	<b>Sept - Dec</b>	<b>Crocodalcons: Hybrid Creatures</b> Sculpture, Ancient Egyptian Art, Symbolism and group identity.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/peer and teacher.	<b>Useful Art websites:</b> <a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a> <a href="http://www.pbs.org/art21/">http://www.pbs.org/art21/</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a> <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.moma.org">www.moma.org</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.mia.org.qa/en/">http://www.mia.org.qa/en/</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a> <a href="http://www.nga.gov">www.nga.gov</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="https://www.artsy.net/">https://www.artsy.net/</a>
1		Why is Art important? Class expectations - health and safety talk. Introduce term 1 topic.		Collect animal images and toys.
2		Animal idioms. Drawing games. Animal line drawings.	Sketching 'Top Tips'	Collect and bring in unusual and interesting packaging for hybrid animal models.
3		Explore the art of Ancient Egypt. Collage hybrid animals to create group identity.		Research Egyptian Art. The British Museum website is a good place to explore.
4		Understanding form and structure. Draw 3D versions of Hybrid animal designs using contours and tone to prepare for sculpture.	Drawing for form and structure 'Top Tips'	Research hybrid animal ideas and create an inspirational mood board.
5		Construction techniques: recycled materials assemblage techniques.		Research the art of recycled and collected materials. Yong Ho Ji
6		Assemble Hybrid models.	Construction 'Top Tips'	Make something interesting out of things that have been thrown away.
7		Assemble Hybrid models & paper mache.		
8		Assemble Hybrid models & paper mache.		
9		Paint hybrid animal undercoat. Colour theory and painting techniques.	Painting 'Top Tips'	Reinvent an object by painting it. Practice painting skills using blends and texture.
10		Paint hybrid animal block colour and blends.		
11		Paint hybrid animal texture.		
12		Project evaluation and target setting.	Summative assessment to inform next project.	Collect scrapbook of unusual and eye-catching packaging and text.

## Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	<b>Jan - March</b>	<b>Energetic Packaging Project</b> Islamic Pattern, 20 <sup>th</sup> Century graphic design and healthy eating.	Formative ongoing assessment. Self/peer and teacher. Termly summative assessment to inform next project.	<b>Useful Art websites:</b> <a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a> <a href="http://www.pbs.org/art21/">http://www.pbs.org/art21/</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a> <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.moma.org">www.moma.org</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.mia.org.qa/en/">http://www.mia.org.qa/en/</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a> <a href="http://www.nga.gov">www.nga.gov</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="https://www.artsy.net/">https://www.artsy.net/</a>
13		Introduce term 2 topic. Explain branding and marketing in relation to issues of diabetes and high sugar foods such as energy drinks.		Research healthy eating posters. Select and explain the most effective campaign.
14		Look at Kandinsky synaesthesia paintings. Generate energetic marks and pattern by listening and responding to music.		
15		Explore composition and rhythm analysing Islamic and William Morris patterns. Create Poly print/ lino print designs.	Pattern and composition 'Top Tips'	Research and collect examples of pattern such as 'Op art'. Photograph patterns in everyday life.
16		Repeat pattern print making.	Print making 'Top Tips'	Use a media of your choice to create a still life of fruit to use for your packaging.
17		Repeat pattern print making.		
18		Analysis of existing packaging and logos.		Collect exciting packaging to influence and inspire your own designs.
19		Target audiences. Research, design and create brand and logo for energy drink.	Logo 'Top Tips'	Create a mood board for you target audience.
20		Design and create layout and background for packaging.		
21		Design and create layout and background for packaging.	Packaging design 'Top Tips'	
22		Design and make 3D packaging.	Paper construction 'Top Tips'	Produce a poster to advertise your product to an audience of your choice.
23		Design and make 3D packaging.		
24		Project evaluation and target setting.	Summative assessment to inform next project.	

## Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	<b>April - June</b>	<b>Endangered Animals: Stained Glass</b> Medieval Art, visual narrative, stylisation and environmental issues.	Formative ongoing assessment. Self/peer and teacher. Termly summative assessment to inform next project.	<b>Useful Art websites:</b> <a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a> <a href="http://www.pbs.org/art21/">http://www.pbs.org/art21/</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a> <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.moma.org">www.moma.org</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.mia.org.qa/en/">http://www.mia.org.qa/en/</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a> <a href="http://www.nga.gov">www.nga.gov</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="https://www.artsy.net/">https://www.artsy.net/</a>
25		Introduce Project and issues of deforestation.		Research deforestation issue and present everyday solutions to the problem.
26		Drawings of endangered animals.	Drawing 'Top Tips'	Research endangered animals and create a cartoon strip to explain the issue.
27		Add shade and tone to drawings.		
28		Introduce narrative through cartoons and stained glass.		Generate a presentation about stained glass.
29		Stylised line drawings for stained glass.	Stylised drawing 'Top Tips'	
30		Colour theory and transferring designs to cardboard.		Create a textural colour wheel from found objects and patterns.
31		Craft knife skills and cutting designs.	Knife safety 'Top Tips'	
32		Continue cutting designs and preparing colour.	Stained glass final Piece 'Top Tips'	
33		Stained glass collage		Write a letter to the Emir to explain what can be done to help the problem of deforestation.
34		Stained glass collage		Create a 3D structure using collage with coloured tissue and PVA glue.
35		Stained glass collage		
36		Project evaluation and target setting.	Summative assessment to inform next project.	

# English

Week	Assessed KPIs	Units and Subtopics	Formal Assessment	Support and Challenge Resources
1		Getting to Know You		Read Theory: <a href="http://www.readtheory.org">www.readtheory.org</a>  BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a>  Quizlet – see teacher links  Cahoot – see teacher links
		SURVIVAL		
2		Exploring how writers use vocabulary to achieve specific effects		
3		Exploring and commenting on a writer's use of language		
4	R1, R2, R3	Analysing an extract using PETER paragraphs	Close analysis of an extract	
5		Exploring how to use more effective vocabulary in descriptive writing		
6		Exploring how writers structure a survival narrative		
7	W1, W2, W3	Exploring how to develop writing by using a range of descriptive techniques	A descriptive narrative based on a moment of survival	
		<u>CLASS NOVEL</u> The choice of novels (to be decided by your teacher) are as follows: <i>The Outsiders</i> by S.E. Hinton <i>Private Peaceful</i> by Michael Morpurgo		
8		Exploring how a writer establishes setting and context		
9		Exploring how the author uses language to create initial impressions of characters		
10		<b>Exploring how the author uses narrative perspective</b>		
11	W2, W3, W5, SL1, SL2, SL3	Exploring how the author uses figurative language	Character summaries and presentations	
12		Exploring how the author uses descriptive language		
13		Exploring how characters develop over the course of the novel		
14		Exploring how the writer uses structure for narrative purposes		
15	R4, R6, R7	Evaluating the writer's message and moral standpoint	Essay exploring the themes of the novel	
		POETRY		
16-18	R1, R2, R5, R6	Form Poetic devices Imagery Structure Structuring a comparative commentary	Comparative essay	
19-21	W1, W3, SL2	Poetic punctuation Context	Writing own poem portfolio with rationales Recitation of student selected poem	



# French

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>	
1	September	Technology – using social media	Writing, listening and reading assessments, as well as oral assessment	Worksheets / booklets  Linguascope  Languagesonline  Wordreference.com  Dictionaries in class  Text book  Laptops  iPads	
2		Giving opinions of other people			
3		Arranging to go out			
4		Describing a date			
5	October	Describing a concert			
6		Topic revision			
7		In-class assessment			Unit 1 assessment
8		The human body			
9	November	Sports and Fitness			
10		Healthy Eating			
11		Making plans to get fit			
12		Topic revision			
13	December	In-class assessment	Unit 2 assessment		
14		Describing jobs			
15		Learning languages			
16		Mini-assessment			
17	January	Describing the future and the past			
18		Describing Jobs			
19		Topic Revision			
20		Assessment.	Unit 3 assessment		
21	February	Discussing Holidays			
22		Using the conditional tense			
23		Reflexive verbs			
24		Further holiday descriptions			
25	March	Tourist Attractions			
26		Topic Revision			
27		In class assessment	Unit 4 assessment		
28		My Rights			
29	April	What's important to me			
30		Shopping			
31		What makes you happy			
32		Topic Revision			
33	May	Assessment	Unit 5 Assessment		
34		Examination feedback			
35		Intro to IGCSE French			
36		Intro to IGCSE French			
37	June	Intro to IGCSE French			
38		Intro to IGCSE French			
39		Intro to IGCSE French			
40		Intro to IGCSE French			

# Geography

Week	Month	Units and Subtopics	Formal Assessment	Support and Challenge Resources
1	September	<b>Unit 4: International Development</b> <b>L1</b> Rich World, poor world/ an unequal world <b>L2</b> What is development?		Geog.3 textbook – School resource – Unit 4
2		<b>L3</b> Measuring & mapping development <b>L4</b> What is a development indicator?		
3		<b>L5</b> Investigating development indicators <b>L6</b> Malawi: A developing country		
4		<b>L7</b> Singapore: a developed country <b>L8</b> Comparing inequalities	Summative Assessment	
5		<b>L8-9</b> How did the development gap grow?		
6	October	<b>L10</b> Escaping poverty <b>L11</b> Putting an end to poverty		
7		<b>L12-13</b> What is Aid? Is this the solution to poverty?		
8		<b>L12-13</b> What is Trade? Is this the solution to poverty?		
9	November	<b>L14</b> Revision <b>L15</b> End of Topic Assessment	<b>Formative Assessment</b>	
10		<b>2. Climate Change</b> <b>L1</b> The Big Picture <b>L2</b> Earth's temperature through the ages		Geog.3 textbook – School resource - Unit 6
11		<b>L3</b> Global Warming <b>L4</b> Climate Change		
12		<b>L5-6</b> It's happening already <b>L6</b> Prove it! USA withdrawal from Paris Accord		
13		<b>L7</b> Prove it! USA withdrawal from Paris Accord <b>L8</b> Student presentations		
14	December	<b>L9</b> Mid Review Test <b>L10</b> Mid review test feedback	Formative Assessment	
15	January	<b>Expeditions Week</b>		
16		<b>L11</b> Volcanoes <b>L12</b> Case study – Iceland		
17		<b>L13</b> Why do people live in a danger zone? <b>L14</b> Revision		
18	February	<b>L15</b> End of topic assessment <b>L16</b> End of topic feedback	<b>Formative assessment</b>	
19		<b>3. Resources</b> <b>L1</b> Earth's natural resources <b>L2</b> Water around the world		Geog.3 textbook – School resource - Unit 2
20		<b>L3</b> Water availability in Qatar <b>L4</b> The growing water challenge		

## *Geography* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21	February	<b>L5</b> Soil – a precious resource <b>L6</b> Desertification		
22		<b>L7</b> The fight against desertification <b>L8</b> Oil for energy	Summative Assessment	
23		<b>L9</b> Renewable energy <b>L10</b> Solar energy		
24	March	<b>L11</b> Debate preparation <b>L12</b> Class Debate		
25		<b>L13</b> What about other species? <b>L14</b> The future?		
26		<b>L15</b> Revision <b>L16</b> End of unit assessment	<b>Formative Assessment</b>	
27	April	<b>L17</b> End of unit assessment feedback <b>The Middle East</b> <b>L1</b> The Middle East - introduction		Geog.3 textbook – School resource – Unit 7
28		<b>L2</b> Physical geography <b>L3</b> Climate Zones and biomes		
29		<b>L4</b> The people of the Middle East <b>L5</b> Interview/Questionnaire skills		
30	May	<b>L6</b> The Arabian Peninsula <b>L7</b> Conflict in the Middle East		
31		<b>L8</b> Revision <b>L9</b> End of Unit Assessment	<b>Formative Assessment</b>	
32		<b>L10</b> End of Unit Assessment feedback Revision		
33		Revision End of Year Examination	<b>Formative Assessment</b>	
34	June	End of Year Examination <b>End of year examination feedback</b>		
35		YGOTY internal competition		
36		YGOTY internal competition		

# History

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	The Long-Term Causes of WW1		<p>For all topics:</p> <p><a href="https://www.khanacademy.org/humanities/world-history/euro-hist">https://www.khanacademy.org/humanities/world-history/euro-hist</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/znhtyrd">https://www.bbc.co.uk/bitesize/topics/znhtyrd</a></p> <p><a href="https://www.yadvashem.org/">https://www.yadvashem.org/</a></p>
2		The Short-Term Causes of WW1		
3		The July Crisis of 1914		
4		<b>What was the most important cause of WW1? Assessment</b>	Yes	
5		Why did Stalemate develop on the Western Front?		
6	October	Major Battles of WW1		
7		Why did WW1 end in 1918		
8		The Treaty of Versailles		
9		<b>WW1 Assessment</b>	Yes	
10	November	Assessment Review		
11		Russian Revolution (Communism)		
12		Rise of Fascism (Nazism)		
13		Atomic Weapons		
14	December	Cold War - Korea		
15		Cold War - Cuba		
16		Cold War - Vietnam		
17	January	<b>20<sup>th</sup> Century Conflict Assessment</b>	Yes	
18		The Holocaust (1)		
19		The Holocaust (2)		
20		The Holocaust (3)		
21	February	The Holocaust (4)		
22		<b>The Holocaust Assessment</b>	Yes	
23		Assessment and Target Review		
24	March	20 <sup>th</sup> Century Change – USA (1)		
25		20 <sup>th</sup> Century Change – USA (2)		
26		20 <sup>th</sup> Century Change – Peaceful Protest (1)		
27	April	20 <sup>th</sup> Century Change – Peaceful Protest (2)		
28		20 <sup>th</sup> Century Change –Pushing for change		
29		<b>20<sup>th</sup> Century Change Assessment</b>	Yes	
30	May	Assessment and Target Review		
31		Course Review/Revision		
32		End of year exam Preparation		
33	June	End of year exam Preparation		
34		<b>End of Year Exam</b>	Yes	
35		Assessment Review		
36		The end of History?		

# ICT

Week	Month	Units and Subtopics		Formal Assessment	Support and Challenge Resources	
1	September	Spreadsheets Pt 3	<b>Review of Formulas and Functions</b> Functions and Absolute cell referencing		All resources available on the YAHMAD website.  Video Tutorials also available on the YAHMAD YouTube channel.  Resources will also be printed.	
2						
3				Concatenation		
4				Nested Functions		
5				Validation and Conditional Formatting		
6	October		Lookup Functions including Horizontal and Vertical			
7			Functions Review			
8			Spreadsheet Assessment	Class Assessment		
<b>Half Term</b>						
9	November	Python Programming	<b>Python - Review</b>			
10						
11				Python - Input/Output (Arrays)		
12	Python - Conditional Statements					
13	December		Python - Looping (For and While)			
14		Python - Assessment	Class Assessment			
15						
<b>End of Term</b>						
16	January	Web Development HTML & CSS	<b>Creating Stylesheets (CSS - Text Styles)</b>			
17				CSS & HTML Hotel Task		
18				CSS & HTML Car Task		
19				CSS and HTML assessment		Assessed piece of work
20	February	<b>Half Term</b>				
21		Robotics	<b>Robotics - Building Robots (Part 1)</b>			
22						
23	<b>Robotics - Programming Movements</b>					
24	Robotics - Working with Sensors					
25	March	Robotics - Project	Assessed piece of work			
26						
<b>End of Term</b>						

## *ICT* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>		<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
27	<b>April</b>	<b>Tourism Project</b>	<b>Tourism – Desktop Publishing Task – Creating a promotional Magazine for travel destination.</b>		
28				Class Assessment	
29				Tourism Spreadsheet Task	
30	<b>May</b>		Tourism Database Task		
31					
32			Tourism (Spreadsheet & Database Assessment)	Class Assessment	
33					
	<b>June</b>	<b>Half Term</b>			
34		<b>Robotics</b>	<b>Robotics - Project</b> (Building and programming robots)		
35					
36					

# Islamic Studies

## التربية الإسلامية

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع
1	September	القرآن الكريم وعلومه: تجويد (المد) الطبيعي، المتصل، المنفصل (+ التلاوة سورة مريم	إختبارات منتصف الفصل الدراسي الأول في جميع مهارات التربية الإسلامية	الكتاب الأساسي أوراق عمل مواقع الإنترنت المذكورة في الدروس الحاسوب الشبكة الإسلامية
(1 – 15)				
2		( الحفظ الحفظ سورة التغابن ( 1 – 12		
3	– التفسير: (الندامة بعد فوات الأوان) سورة الفرقان من			
(21-29)	October			
4		الحديث الشريف: شرح واستظهار البر والإثم		
5		شرح واستظهار فضل حسن الخلق		
6		العقيدة الإسلامية: الشرك	الاختبار الأول	
7	November	إختبارات منتصف الفصل الدراسي الأول		
8		الفقه الإسلامي وأصوله: مشروعية الزكاة وأحكامها		
9		الفقه الإسلامي وأصوله: الأموال التي تجب فيها الزكاة		
10		السيرة والبحوث الإسلامية: يوم حنين 8 هـ		
11	December	(الأداب والأخلاق الإسلامية: الصبر ( أهميته وثماره		
12		( التفسير ) منهج عباد الرحمن القويم(سورة الفرقان من ) 63 – 71		
13		مراجعة مادة الإختبار	الاختبار الثاني	
14		إختبار نهاية الفصل الدراسي الأول		
15	January	الحديث الشريف: شرح واستظهار أسباب حفظ الله تعالى وتأييده لعباده		
16		( الحفظ: سورة الطلاق ( 1 - 3		
17		العقيدة الإسلامية: نبي الله هود عليه السلام		
18		الفقه الإسلامي وأصوله: مصارف الزكاة		
19	February	( الحفظ سورة الطلاق ( 4 – 7		
20		السيرة والبحوث الإسلامية: أحداث يوم تبوك 9 هـ		
21		الأداب والأخلاق الإسلامية: التفاؤل وحسن الظن بالله		
22		مراجعة استعدادا للإختبار	الاختبار الثالث	
23	March	إختبار منتصف الفصل الدراسي الثاني		
24		(القرآن الكريم وعلومه: الحفظ سورة الطلاق (8-12		
25		(التفسير الحذر من وساوس الشيطان -الأعراف (26-30		
26		مراجعة استعدادا للإختبار	الاختبار الرابع	
27	April	إختبار نهاية الفصل الدراسي الثاني		
28		الحديث الشريف: شرح واستظهار مسؤولية الفرد تجاه المجتمع		
29		الحديث الشريف: شرح واستظهار أفضل الأعمال عند الله		
30		العقيدة الإسلامية: الإيمان بالنبي محمد ومحبه ومحبة آل بيته وأصحابه رضي الله عنهم		
31	May	مراجعة منتصف الفصل الدراسي الثالث	الاختبار الخامس	
32		إختبار منتصف الفصل الدراسي الثالث		
33		الفقه الإسلامي وأصوله: الحج والعمرة		
34		السيرة والبحوث الإسلامية: حجة الوداع 10 هـ		
35	June	الأداب والأخلاق الإسلامية: الحياء		
36		مراجعة استعدادا لإختبار نهاية العام	الاختبار السادس	
37		إختبار نهاية العام		
38		القرآن الكريم وعلومه: التلاوة سورة طه		

# Mathematics

Week	Month	Units and Subtopics	Formal Assessment	Support and Challenge Resources
1		Decimals		<a href="http://www.hegartymaths.com">www.hegartymaths.com</a> <a href="http://www.myimaths.com">www.myimaths.com</a> <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>
2		<ul style="list-style-type: none"> <li>• convert recurring decimals into fractions</li> <li>• round to a given number of significant figures or decimal places</li> <li>• use estimation to evaluate approximations to numerical calculations</li> <li>• use a scientific electronic calculator to determine numerical results</li> </ul>		
3		Special Numbers and Powers		
4		<ul style="list-style-type: none"> <li>• express integers as product of powers of prime factors</li> <li>• find highest common factors (HCF) and lowest common multiples (LCM)</li> <li>• understand the meaning of surds</li> <li>• manipulate surds, including rationalising a denominator</li> <li>• use index laws to simplify and evaluate numerical expressions involving integer, fractional and negative powers</li> </ul>		
5		Fractions		
6		<ul style="list-style-type: none"> <li>• order fractions and calculate a given fraction of a given quantity</li> <li>• express a given number as a fraction of another number</li> <li>• convert a fraction to a decimal or percentage</li> <li>• use common denominators to add and subtract fractions and mixed numbers</li> <li>• understand and use fractions as multiplicative inverses</li> <li>• multiply and divide fractions and mixed numbers</li> </ul>	Test 1	
7		Algebraic Manipulation		
8		<ul style="list-style-type: none"> <li>• use index notation involving fractional, negative and zero powers</li> <li>• use index laws in simple cases</li> <li>• collect like terms</li> <li>• multiply a single term over a bracket</li> <li>• take out common factors</li> <li>• expand the product of two or more linear expressions</li> <li>• understand the concept of a quadratic expression and be able to factorise such expressions</li> <li>• manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic</li> <li>• use algebra to support and construct proofs</li> </ul>		
9		Indices and Standard Form		
10		<ul style="list-style-type: none"> <li>• use index notation and index laws for multiplication and division of positive and negative integer powers including zero</li> <li>• calculate with and interpret numbers in the form <math>a \times 10^n</math> where <math>n</math> is an integer and</li> <li>• <math>a &gt; 10</math></li> <li>• solve problems involving standard form</li> </ul>		
11		Percentages		
12		<ul style="list-style-type: none"> <li>• express a given number as a percentage of another number</li> <li>• express a percentage as a fraction and as a decimal</li> <li>• understand the multiplicative nature of percentages as operators</li> <li>• solve simple percentage problems, including percentage increase and decrease</li> <li>• use reverse percentages</li> <li>• use compound interest and depreciation</li> <li>• use repeated percentage change</li> <li>• solve compound interest problems</li> </ul>	Test 2	



# Mathematics (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Subtopics</i>	<i>Formal Assessment</i>	<i>Support and Resources</i>
13		Expressions, Formulae, Rearranging Equations		
14		<ul style="list-style-type: none"> <li>• substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae</li> <li>• use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols</li> <li>• derive a formula or expression</li> <li>• understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice, or a power of the subject occurs</li> </ul>		
15		Constructions and Bearings		
16		<ul style="list-style-type: none"> <li>• construct triangles and other two-dimensional shapes using a combination of a ruler, a protractor and compasses</li> <li>• use straight edge and compasses to:               <ul style="list-style-type: none"> <li>(i) construct the perpendicular bisector of a line segment</li> <li>(ii) construct the bisector of an angle</li> </ul> </li> <li>• understand angle measure including three-figure bearings</li> <li>• solve problems using scale drawings</li> <li>• use and interpret maps and scale drawings</li> </ul>		
17		Linear Equations and Inequalities		
18		<ul style="list-style-type: none"> <li>• solve linear equations, with integer or fractional coefficients, in one unknown in which the unknown appears on either side or both sides of the equation</li> <li>• set up simple linear equations from given data</li> <li>• solve simple linear inequalities in one variable and represent the solution set on a number line</li> </ul>	Test 3	
19		Compound measures and Real Life Graphs		
20		<ul style="list-style-type: none"> <li>• use compound measure such as speed, density and pressure</li> <li>• convert measurements within the metric system to include linear and area units</li> <li>• convert between units of volume within the metric system</li> <li>• interpret information presented in a range of linear and non-linear graphs</li> </ul>		
21		Linear Graphs		
22		<ul style="list-style-type: none"> <li>• determine the coordinates of the midpoint of a line segment, given the coordinates of the two end points</li> <li>• find the gradient of a straight line</li> <li>• recognise that equations of the form</li> <li>• <math>y = mx + c</math> are straight line graphs with gradient <math>m</math> and intercept on the <math>y</math>-axis at the point <math>(0, c)</math></li> <li>• recognise, generate points and plot graphs of linear functions</li> <li>• calculate the gradient of a straight line given the coordinates of two points</li> <li>• find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line</li> </ul>		
23		Simultaneous Linear Equations		
24		<ul style="list-style-type: none"> <li>• calculate the exact solution of two simultaneous equations in two unknowns</li> <li>• interpret the equations as lines and the common solution as the point of intersection</li> <li>• solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic</li> </ul>	Test 4	
25		Pythagoras' Theorem and Trigonometry		
26		<ul style="list-style-type: none"> <li>• know, understand and use Pythagoras' Theorem in two dimensions</li> <li>• know, understand and use sine, cosine and tangent of acute angles to determine lengths and angles of a right-angled triangle</li> <li>• apply trigonometrical methods to solve problems in two dimensions</li> <li>• understand and use angles of elevation and depression</li> </ul>		
27				
28				
29				
30			EXAM	

# Music

Week	Month	Units and Sub Topics	Vocabulary
1	September	Dance Music Lesson 1	<p><b>Dance:</b> Periods, dances, times signatures and instrumentation:  <b>Renaissance</b> – pavane (2/2) – viols, crumhorns and side drums  <b>Baroque</b> – gigue (6/8) – oboes, trumpets, timpani, strings  <b>Classical</b> – minuet (3/4) – double woodwind, horns, trumpets, timpani, strings  <b>Romantic</b> – waltz (3/4) – double/triple woodwind, full brass, harp, strings  <b>Modern</b> – disco (4/4) – electric/bass guitars, drum kits, piano, strings  <b>Contemporary</b> – dubstep (4/4) – electronic drum machine, samplers, synths</p> <p><b>Berio</b> Instrument families, notation</p> <p><b>Mendelssohn</b> Motive, rhythm</p>
2		Dance Music Lesson 2	
3		Dance Music Lesson 3	
4		Dance Music Lesson 4; KS3 Listening Test 13	
5	October	Dance Music Lesson 5; KS3 Listening Test 13	
6		Dance Music Lesson 6	
7		Dance Music Lesson 7	
8	November	Dance Music Lesson 8	
9		JCC - Berio – Exploring Extended Techniques; KS3 Listening Test 14	
10		JCC - Berio – Exploring Extended Techniques; KS3 Listening Test 14	
11		JCC - Mendelssohn – What a Dot Can Do	
12	December	JCC - Mendelssohn – What a Dot Can Do	
13		Compose Yourself (Focus 10)	
14		Compose Yourself (Focus 10)	
15	January	Minimalism Lesson 1	<p><b>Minimalism:</b> Motif, Ostinato, Note Addition, Note Subtraction, Canon, Layering, Augmentation, Diminution, Phasing, Phase-shifting</p>
16		Minimalism Lesson 2	
17		Minimalism Lesson 3	
18		Minimalism Lesson 4	
19		Minimalism Lesson 5; KS3 Listening Test 15	
20	February	Minimalism Lesson 5; KS3 Listening Test 15	

## *Music* (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Vocabulary</i>
21	February	Latin Music Lesson 1	<b>Latin Music:</b> Samba Instruments: Tamborim, Caixa de Guerra (War Box), Cuíca, Repinique, Chocalho, Surdo (bass drum) Tango Instruments: bandoneon, violin, piano and bass Habañera (dotted) rhythm First inversion chords Descending bass line Perfect cadence
22	March	Latin Music Lesson 2	
23		Latin Music Lesson 3	
24		Latin Music Lesson 4	
25		Latin Music Lesson 5; KS3 Listening Test 16	
26		Latin Music Lesson 6; KS3 Listening Test 15	
27	April	Compose Yourself (Focus 12)	
28		Compose Yourself (Focus 12)	
29		Romantic Music Lesson 1	
30	May	Romantic Music Lesson 2	
31		Romantic Music Lesson 3	
32		Romantic Music Lesson 4; KS3 Listening Test 17	
33		Romantic Music Lesson 5; KS3 Listening Test 17	
34		Romantic Music Lesson 6	
35	June	JCC - Beethoven – Building Towards a Climax; KS3 Listening Test 18	
36		JCC - Beethoven – Building Towards a Climax; KS3 Listening Test 18	
37		JCC - Beethoven – Building Towards a Climax	

# Qatar History

## تاريخ قطر

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع	
1	September	استقبال الطلاب	إختبارات منتصف الفصل الدراسي الأول في جميع مهارات التاريخ القطر	الكتاب الأساسي أوراق عمل الحاسوب	
2		تهيئة الطلاب لمادة التاريخ القطري			
3		درس نبذة عامة عن دولة قطر			
4	October	الوحدة الأولى الدرس (1) العلاقات القطرية البريطانية			إختبار الأول
5		الوحدة الأولى تاريخ الأطماع البريطانية في قطر			
6		معاهدة الحماية 1916م الأسباب			
7		إختبار منتصف الفصل الدراسي الأول			
8	November	الوحدة الأولى الدرس الأول أهم بنود معاهدة 1916م			
9		تابع الوحدة الأولى الدرس الأول استقلال دولة قطر			
10		تابع الوحدة الأولى الدرس الأول معاهدة الصداقة بين دولة قطر والمملكة المتحدة وإيرلندا الشمالية في 3 سبتمبر 1971م			
11		تابع تابع الوحدة الأولى الدرس الأول معاهدة الصداقة بين دولة قطر والمملكة المتحدة وإيرلندا الشمالية في 3 سبتمبر 1971م			
12		حل تدريبات الدرس الأول			
13	December	مراجعة استعدادا للاختبار	إختبار الثاني		
14		إختبار نهاية الفصل الدراسي الأول			
15	January	الوحدة الأولى الدرس الثاني حكام دولة قطر وأهم أعمالهم			
16		تابع الدرس الثاني حكام دولة قطر وأهم أعمالهم			
17		تابع الدرس الثاني حكام دولة قطر وأهم أعمالهم			
18		تابع الدرس الثاني سمو الشيخ تميم بن حمد آل ثاني أمير البلاد المفدى (يونيو 2013)			
19	February	حل تدريبات الدرس الثاني			
20		عمل نشاط بحث عن حقوق الإنسان من خلال الإعلان العالمي للأمم المتحدة			
21		مناقشة البحث مع الطلاب			
22		مراجعة استعدادا للاختبار			

# Qatar History (cont.)

## تاريخ قطر

الأسبوع	الشهر	الوحدات والمواضيع الرئيسية	الإختبارات	المراجع
23	March	إختبار منتصف الفصل الدراسي الثاني	الإختبار الثالث	الكتاب الأساسي أوراق عمل الحاسوب
24		الوحدة الثانية الدرس الأول مظاهر النهضة السياسية في دولة قطر بعد الاستقلال		
25		تابع الدرس الأول مظاهر النهضة السياسية في دولة قطر بعد الاستقلال		
26		تابع الوحد الثانية الدرس الأول مظاهر النهضة الاقتصادية في دولة قطر		
27		إختبار نهاية الفصل الدراسي الثاني	الإختبار الرابع	
28	April	الوحدة الثانية الدرس الثاني مظاهر النهضة الاجتماعية في دولة قطر		
29		تابع الوحدة الثانية تابع الدرس الثاني مظاهر النهضة الاجتماعية في دولة قطر		
30		تابع الوحدة الثانية تابع الدرس الثاني مظاهر النهضة الاجتماعية في دولة قطر		
31	May	مراجعة منتصف الفصل الدراسي الثالث		
32		إختبار منتصف الفصل الدراسي الثالث	الإختبار الخامس	
33		الوحدة الثالثة الدرس الأول دور دولة قطر في دعم القضايا العربية والإسلامية		
34		تابع الدرس الأول دور دولة قطر في دعم القضايا العربية والإسلامية		
35		الدرس الثاني دور دولة قطر في دعم القضية الفلسطينية		
36	June	تابع دور دولة قطر في دعم القضية الفلسطينية		
37		إختبار نهاية العام	الإختبار السادس	
38		عمل بحث عن دور دولة قطر في دعم القضية الفلسطينية		
39		مناقشة البحث مع الطلاب		

# Science

Week	Unit	Learning questions	Formal Assessment	Support and Challenge Resources
1	Physics: Astrophysics	Why do we have days, nights and years?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a> Simulation: <a href="https://tinyurl.com/j8mvlpv">https://tinyurl.com/j8mvlpv</a> Video: <a href="https://tinyurl.com/ko6j95j">https://tinyurl.com/ko6j95j</a>
2		Why does the shape of the Moon appear to change?		
3		Why are summer and winter different?		
4		What is the solar system?		
5		How does gravity change if you go into space?		
6		How old is the universe?		
7	Biology: Variation and selection	What is DNA?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
8		How are organisms the same?		
9		How do organisms vary?		
10		What is selective breeding?		
11		What is natural selection?		
12		How do we preserve species?		
13	Chemistry: Principles of Chemistry Part 3, Inorganic Chemistry, Physical Chemistry	What are atoms and ions?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
14		How do you write chemical equations?		
15		What is the reactivity series?		
16		What is a displacement reaction?		
17		What are exothermic and endothermic reactions?		
18		How do we change the rate of a reaction?		
19	Physics: Magnetism and electromagnetism	What is a magnet?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a> Simulation: <a href="https://tinyurl.com/9cpg94a">https://tinyurl.com/9cpg94a</a> Video: <a href="https://tinyurl.com/yckz7w5h">https://tinyurl.com/yckz7w5h</a>
20		What does a magnetic field look like?		
21		What is an electromagnet?		
22		What is the motor effect?		
23		How do we use the motor effect?		
24	Biology: Nutrition and digestion	What is nutrition?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
25		How does digestion work?		
26		Why do we need a skeleton?		
27		How do we breathe?		
28		Why do we need to exercise?		
29	Chemistry: Organic chemistry	What is a fuel?	Practical skills assessment	Textbook: <a href="https://tinyurl.com/y3qs9b4o">https://tinyurl.com/y3qs9b4o</a>
30		What are the dangers of combustion?		
31		How can the energy content of a fuel be measured?		
32		What is acid rain?		
33		What is global warming?		
34	Internal assessment	Students to plan, observe, analyse and evaluate their own investigation. They will then write-up in the form of a lab report and present it to their peers.	Written report and presentation upon completion of the project	Practical skills advice: <a href="https://tinyurl.com/y3onh65n">https://tinyurl.com/y3onh65n</a> How to draw graphs: <a href="https://tinyurl.com/y2lzwtd">https://tinyurl.com/y2lzwtd</a>
35				
36				
37				

# Spanish

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	<b>Fashion</b>	On-going formative and summative Students will have regular vocab tests as well as assessed homework	Zoom 2 textbook  Zoom 2 workbook  Languagesonline.org.uk
2		Styles and Eras of Fashion		
3		Buying Clothes		
4		Shops and Comparisons		
5	October	Different Types of Clothing	<b>Assessment 1</b> Listening, reading Speaking, writing	Linguascope.com  Memrise.com  Quizlet.com  Wordreference.com
6				
7		<b>Leisure</b>		
8		Shopping for food		
9	November	Holidays and Interests	<b>Assessment 2</b> Listening, reading Speaking, writing	Wordreference.com
10		Opinions and descriptions of events		
11		Past tense events		
12				
13	December	<b>Visiting Madrid</b>	<b>Assessment 3</b> Listening, reading Speaking, writing	Wordreference.com
14		Future Plans		
15		Buying Tickets		
16		Days out and Excursions		
17	January	Directions and Prepositions	<b>Assessment 3</b> Listening, reading Speaking, writing	Wordreference.com
18				
19		<b>Health and Well-being</b>		
20		The Human Body		
21	February	Illness and Injury	<b>Assessment 4</b> Listening, reading Speaking, writing	Wordreference.com
22		Sports and Risks		
23		Sports Injuries		
24				
25	March	<b>My Future</b>	<b>Assessment 4</b> Listening, reading Speaking, writing	Wordreference.com
26		Future careers and dream jobs		
27		Pocket money and how you earn it		
28		Future Studies		
29	April	Dream Job	<b>Assessment 5</b> Listening, reading Speaking, writing	Wordreference.com
30				
31		<b>My World</b>		
32		Looking at environmental problems		
33	May	How can I help?	<b>Assessment 5</b> Listening, reading Speaking, writing	Wordreference.com
34		Exam Preparation		
35				
36		June		