

KSAB SECONDARY YEAR 12 & 13 CURRICULUM OVERVIEW 2017 - 2018



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	Subject	Subject Head	Contact details
1	Arabic A	Nadine Darazi	n.darazi@kingsalbarsha.com
2	Arabic B	Nadine Darazi	n.darazi@kingsalbarsha.com
3	Art	Judith Renfrew	j-renfrew@kingsalbarsha.com
4	Business	Katherine Downes	k.downes@kingsalbarsha.com
5	Design and Technology	Scott Johnson	scottjohnson@kingsalbarsha.com
6	Drama	Deborah El Alwan	d.price@kingsalbarsha.com
7	Economics	Katherine Downes	k.downes@kingsalbarsha.com
8	English Literature	Emma Sanderson	e-sanderson@kingsalbarsha.com
9	French	Christian Audouin	c.audouin@kingsalbarsha.com
10	Geography	Scott Pughsley	s.pughsley@kingsalbarsha.com
11	History	Phillip Copeland	p-copeland@kingsalbarsha.com
12	Islamic A	Maha Naeem Abed Abdulhamid	a-abdulhamid@kingsalbarsha.com
13	Islamic B	Maha Naeem Abed Abdulhamid	a-abdulhamid@kingsalbarsha.com
14	Mathematics	Paul Bradwell	paulbradwell@kingsalbarsha.com
15	Music	Kathryn Francis	kathrynfrancis@kingsalbarsha.com

16	Politics	Rowan Sophie Stewart	r.stewart@kingsalbarsha.com
17	Psychology/Sociology	Farah Virk	f.virk@kingsalabarsha.com
18	Science	Nisar Fazel	n.fazel@kingsalbarsha.com
19	Spanish	Christian Audouin	c.audouin@kingsalbarsha.com

KINGS' SCHOOL AL BARSHA CURRICULUM OVERVIEW Subject: Islamic A		
		
Purpose of Study الغاية من دراسة المادة		
<p>لمعرفة العلوم و المعارف الدينية التي يحتاج اليها الطلاب في هذه المرحلة العمرية وربطها بحياته العصرية ومستجداتها على ضوء مبادئ الشريعة الاسلامية من الوسطية و التسامح و الإيجابية و المسؤولية الفردية و المجتمعية و الاهتمام بالمهارات الأدائية و الإعتناء بالقيم الإسلامية لبناء شخصية واعية متمسكة بدينها القائم على الأخلاق لقوله صلى الله عليه وسلم: (إنما بعثت لأتمم مكارم الأخلاق) و البانية لوطنها والقائمة على التفكير الإبداعي المبتكر و الناقد بحيث يحصن نفسه من الأفكار غير السوية و التقليد غير الرشيد.</p>		
Aims الهدف من دراسة المادة		
<p>تهدف مادة التربية الإسلامية في كينجز البرشاء أن تكون مادة شمولية مرتبطة بحياة الطالب المدرسية بحيث تكون مرتبة بمواده الدراسية الأخرى مثلاً:</p> <ul style="list-style-type: none"> - الرياضيات (مثل حساب الزكاة) - الجغرافيا (خرائط المعارك مثل الوعي البيئي) - التاريخ (السيرة النبوية و تاريخ مكة. الإمبراطورية الرومانية و الفارسية) - الفن (مثل الخط العربي الإسلامي) - العلوم (خلق الله عزوجل و تأثير المطر على الأرض) 		
Programme of Study		
<p>نعمد في تدريس التربية الإسلامية على الوثيقة الوطنية لدولة الإمارات العربية المتحدة التي تسعى إلى صياغة شخصية توازن بين المعرفة الدينية والأنشطة التعليمية من خلال تقديم المعارف والمهارات والمفاهيم اللازمة لهذه المرحلة التعليمية حيث يقوم الطلبة بدراسة المادة على أساس ستة فروع:</p> <ul style="list-style-type: none"> - الوحي الإلهي: حيث يظهر الطالب حفظاً متقناً للقرآن الكريم مطبقاً أحكام التلاوة و حفظاً للأحاديث النبوية الشريفة، وفهماً لمعانيها، وتطبيقاً لأحكامها. - العقيدة: حيث يظهر الطالب وعياً وإيماناً بأسس الإيمان بالله وصفاته وملائكته وكتبه ورسله، ووعياً بقيمة العقل و أهمية التفكير. - أحكام الإسلام ومقاصدها: حيث يظهر الطالب معرفة بفقهاء العبادات و يؤديها بطريقة صحيحة، و يفقه المعاملات ويستخلص أثرها في المجتمع. - قيم الإسلام و آدابه: حيث يظهر الطالب فهماً وتمثلاً لقيم الإسلام الفردية والجماعية في سلوكه و تطبيقاً لآداب الإسلام. - السيرة والشخصيات: حيث يستخلص الطالب أهم المبادئ و العبر من سيرة النبي محمد عليه الصلاة والسلام و يظهر تأسياً بشخصيته و اقتداءً بشخصيات إسلامية بارزة لها دورها في خدمة الإسلام والمسلمين. - الهوية و القضايا المعاصرة: حيث يظهر الطالب اعتزازه بشخصيته وهويته ووطنه. وتقديره لتراثه و ثقافته، والتزامه بثوابته و عاداته، و فهماً للقضايا والتحديات المعاصرة. 		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2

<p>- الوحي الإلهي: وقاية المجتمع من الجرائم الأخلاقية و مناهج المفسرين</p> <p>- العقيدة: التطرف</p> <p>- أحكام الإسلام ومقاصدها: الفراق بين الزوجين</p> <p>- قيم الإسلام وآدابه: المسؤولية في الإسلام</p> <p>- السيرة والشخصيات: رسول الله عليه السلام و الحياة الإجتماعية</p> <p>- الهوية والقضايا المعاصرة: الخدمة الوطنية واجب شرعي ومطلب وطني</p>	<p>- الوحي الإلهي: حديث الإفك و السنن الربانية</p> <p>- العقيدة: التفكير الإبداعي في الإسلام</p> <p>- أحكام الإسلام ومقاصدها: البيوع المحرمة و مقاصد التشريع الخمسة</p> <p>- قيم الإسلام وآدابه: آداب الإسلام في الرؤى والأحلام</p> <p>- السيرة والشخصيات: الشبيخة فاطمة بنت مبارك</p> <p>- الهوية والقضايا المعاصرة: العولمة</p>	<p>- الوحي الإلهي: الزواج طريق الاستعفاف</p> <p>- العقيدة: التسامح مع المخالفين في العقيدة</p> <p>- أحكام الإسلام ومقاصدها: فقه ترتيب الأعمال بحسب مقاصدها و النظام الإقتصادي في الإسلام</p> <p>- قيم الإسلام وآدابه: الاتباع و التقليد</p> <p>- السيرة والشخصيات: الشيخ زايد بن سلطان</p> <p>- الهوية والقضايا المعاصرة: الإسلام و اقتصاد المعرفة</p>
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Further Reading**KINGS' SCHOOL AL BARSHA****CURRICULUM OVERVIEW****Subject: Islamic B****Purpose of Study**

Islamic Education promotes the spiritual, moral, and cultural development of Muslim children in Kings Al Barsha. It also lays the foundation for students to prepare for responsibilities and experiences in later life.

Islamic Education is a compulsory subject for Muslim students to study at Key Stage 3. It aims to offer the same high level of teaching and learning as other subjects in order to enable Muslim students, regardless of ability and/or level of development to:

- Acquire and develop both knowledge and understanding of Islam in an interesting and informative manner.

- Understand that Islam is a complete way of life. Enhance their spiritual, moral, cultural and social development through knowledge of the Qur'an and Sunnah.
- Develop a positive and tolerant attitude towards other people, respecting their right to hold different beliefs from their own, and live in a society of diverse religious beliefs.
- Foster a sense of pride in being Muslim.

Aims

The Key Stage 3 Islamic Education Programme of Study follows the UAE National Document and is based on the KHDA recommended 'Learning Islam' series of books. Students who attend Islamic Education lessons study Islam based on the following six strands:

- Divine Revelation
- Islamic Beliefs
- Islamic Ruling and Aims
- Islamic values and Manners
- Biographies
- Identity and Contemporary World

Islamic Education at Kings' Al Barsha aims to follow a themed topic of learning to be consistent with the whole school where possible. Curriculum links can be found with English (e.g. writing), Maths (e.g. calculating zakat), Geography (e.g. environmental awareness), History (e.g. the life of the Prophet Muhammad (P.B.U.H) and other Prophets mentioned in the Qur'an), Art (e.g. Islamic calligraphy) and ICT (e.g. use of I-pads and computer suites).

Programme of Study

The Cambridge IGCSE Islamiyat syllabus encourages students to develop lifelong skills and knowledge, including:

- an understanding of the importance of the major beliefs of Islam and of the early history of the Islamic community
- evaluation skills to understand how these beliefs impact on the daily lives and thoughts of Muslims around the world
- familiarity with the Qur'an and Hadith in Arabic

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

	<p>1- Islamic Beliefs: Allah controls the World,</p> <p>2- Islamic Rulings and Aims: Only Allah Gives life and Death, He gives and deprives of wealth.</p> <p>3- Islamic values and manners: Responsibilities in Islam. Patience and Perseverance in daily life.</p> <p>4- Biographies: Prophet Ayoub, The prophet of patience and perseverance.</p>	<p>1- Islamic Rulings and Aims: Buying in Islam. Five purposes of legislation. Economics in Islam</p> <p>2- Biographies: Prophet's social life. Shaikh zayed bin Sultan. Loyalty and patriotism.</p>	<p>1- Divine Revelation: The slander against Ayesha (R.A) Ifk (Exhortation and Moral Lesson) The Divine Laws. Chastity between pairs.</p> <p>2- Islamic Beliefs: Extremism. Tolerance with Non Muslims. National service is a Sharia duty.</p>
Recommended sites	www.muslim-ed-trust.org.uk/	www.muslim-ed-trust.org.uk/	www.muslim-ed-trust.org.uk/
Further Reading	G. Sarwar, Islam – Beliefs and Teachings, Markazi Maktaba Islami, Delhi, India, 1997, also Muslim Educational Trust, 130 Stroud Green Road, London, N4 3RZ, United Kingdom, 2000 ISBN: 0907261361	Islamic Education Ministry Book Grade 12	Islamic Education Ministry Book Grade 12

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Arabic A



Purpose of Study

The purpose of the study of Arabic at Kings' Al Barsha is to empower students with the skills and opportunities to communicate in Arabic globally and on their own doorstep. Ensuring that students have the ability to converse and interact in the language of the nation in which they reside, is a pertinent and exciting priority at Kings'. Opportunities for Arabic speakers in the professional world both internationally and locally are considerable and we aim to equip students for their future pathways.

Students will have the opportunity to fully appreciate the beauty of the Arabic language and its diversity of dialects across the Arab world. Continuity from Key Stage 2 is a key consideration, as is the ability to accommodate linguistic developments in the Arabic language. Students will learn about fascinating cultural heritage of the Arabic language and will enhance their understanding of poetry and literature widely appreciated throughout the Arab world. The rich, varied and expansive reach of the Arabian world forms a treasure chest of discovery for the enquiring student.

Social, cultural and historical contexts will be examined in tandem with linguistic foci and the challenges faced by parts of the Arab world today will be evaluated and considered.

Aims

Most of the resources used in Key Stage 3 will be based on specifications made by the UAE Ministry of Education. We will adopt a range of National Curriculum strategies and approaches in the delivery of Arabic language teaching at Kings'.

Programme of Study

شعر المتنبي (أرق على أرق)
شعر المتنبي (على قدر أهل
العزم).

مقال: (نريدها عادة لا صرعة)

	القواعد والبلاغة: (اسما الزمان والمكان)، التشبيه التمثيلي. نصوص معلوماتية: (الشباب سفراء الإمارات) الصرف: اسم التفضيل، البلاغة: الكناية. مقال صحفي (يوم العيد)، البلاغة: النسب.	استماع: أينشتاين العرب، القصة القصيرة: (الحادثة) لنجيب محفوظ. شعر: (بكائية مالك بن الرب) البلاغة: الاستعارة والتشبيه.	
Recommended sites	http://www.arabicstory.net/	http://www.books4arab.com/2016/01/pdf_443.html	https://goo.gl/xFi8sd
Further Reading	دعاء الكروان لنجيب محفوظ	اللص والكلاب لنجيب محفوظ	
	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/arabic-2008.news.html?article=%2Fcontent%2Fdemo%2Fen%2Fnews-policy%2Fqualifications%2Fa-levels%2Flanguages%2Fgcse-alevel-lesser-taught-languages-update-nov2016		

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: English****Purpose of Study**

A high quality English Literature and Language education will aim to deliver a diverse, exciting and rigorous English curriculum learning experience developed not only to extend students to achieve their absolute potential but to cultivate skills and approaches to teamwork, leadership and communication. Through studying a range of challenging texts, it is hoped that students will develop a love of literature that permeates into their lives outside of school and stays with them as a lifelong passion.

Studying English encourages students to analyse and evaluate texts in depth, both independently and in groups, thus improving their readiness to engage with challenging concepts across the curriculum. Students will also cover a range of spoken language modules in both Key Stage 3 and 4. The disciplines of speaking and listening serve to develop exceptional young leaders by instilling confidence, developing interpersonal skills and furthering higher order thinking.

Aims

The National Curriculum for English aims to ensure that all pupils:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- write accurately, fluently, effectively and at length for pleasure and information
- plan, draft, edit and proofread
- consolidate and build on their knowledge of grammar and vocabulary
- speak confidently and effectively

Programme of Study			
	Autumn Term Teacher 1	Autumn Term Teacher 2	Spring Term Teacher 1
	<p style="text-align: center;"><u>Shakespeare</u> <u>Focus:</u></p> <p style="text-align: center;">'Othello'</p> <p>Response to passage-based question essay skills (AS Paper 1, Section A and A-level Paper 1, Section A)</p> <p>A range of passages studied as the passage, as the extract set for examination is not predictable.</p> <p>Approaches and responses to unseen poetry</p> <p><u>Assessment:</u> Essays in class and for prep.</p>	<p style="text-align: center;"><u>Unseen Prose and Prose Text 1</u> <u>Focus:</u></p> <p style="text-align: center;">Unseen Prose extracts and 'The Great Gatsby'</p> <p>Prose study: response to unseen prose essay skills (AS Paper 2, Section A and A-level Paper 2, Section B)</p> <p>Choice of a range of engaging prose extracts from different time periods and which cover different aspects of love as an introduction to the theme.</p> <p>Approaches and responses to unseen poetry</p> <p><u>Assessment:</u> Essays in class and for prep</p>	<p style="text-align: center;"><u>Poetry Anthology</u> <u>Focus:</u></p> <p style="text-align: center;">15 anthology poems</p> <p>Response to poetry essay skills</p> <p>(AS Paper 1, Section B and A-level Paper)</p> <p>All poems in the chosen poetry anthology are studied as the poem set for examination is not predictable.</p> <p style="text-align: center;"><u>Assessment:</u></p> <p style="text-align: center;">Essays in class and for prep.</p>

	Spring Term Teacher 2	Summer Term Teacher 1	Summer Term Teacher 2
	<p><u>Prose Text 2</u></p> <p><u>Focus:</u></p> <p>'The Help'</p> <p>Comparative essay writing skills</p> <p>(AS Paper 2, Section B, A-level Paper 1, Section B and Section C, and A-level Paper 2, Section B)</p> <p><u>Assessment:</u></p> <p>Essays in class and for prep.</p>	<p><u>Revision</u></p> <p><u>Focus:</u></p> <p><u>Poetry anthology</u></p> <p><u>Shakespeare text</u></p> <p><u>Prose: Unseen and two set texts</u></p> <p><u>Assessment:</u></p> <p><u>Mock papers</u></p>	<p><u>Unseen Poetry</u></p> <p><u>Response to comparative unseen poetry essay skills</u></p> <p><u>(A-level Paper 1, Section B)</u></p> <p><u>Assessment:</u></p> <p><u>Mock papers</u></p>
A level specification	<p>AQA English Literature A</p> <p>http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712</p>		
Recommended sites	<p>www.sparknotes.com</p> <p>http://www.s-cool.co.uk/a-level/english-literature</p> <p>www.enotes.com</p>		

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Maths****Purpose of Study**

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study is organised into distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. However, decisions about progression should be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems. Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.

Aims

Working mathematically through the mathematics content, pupils will be taught to:

- Develop fluency in order to consolidate their numerical and mathematical capability and extend their understanding of the number system and place value to include decimals, fractions, powers and roots.
- Select and use appropriate calculation strategies to solve increasingly complex problems and use algebra to generalise the structure of arithmetic.
- Reason mathematically to extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations.
- Develop and extend their knowledge of ratio and proportion in working with measures and geometry.
- Be resilient and be able to solve problems and evaluate the outcomes, including multi-step problems with an emphasis on financial Maths.

Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	Algebraic Manipulation. Quadratic functions. Simultaneous Equations. Inequalities. Graphs, Coordinates Geometry. Factor Theorem. Binomial Expansion. Probability. Data Presentation. Sampling. Statistical Distributions. Hypothesis Testing. The Normal Distribution.	Trigonometric Ratios, Identities, Equations and Graphs. Vectors in 2D and 3D. Differentiation. Integration. Kinematics. Forces and Newton's Laws of Motion.	Algebraic Fractions. Partial Fractions. Exponential Functions and Logarithms. Proof. Calculus in Mechanics. Revision.
Recommended sites	www.mymaths.co.uk	https://www.examsolutions.net/	https://nrich.maths.org/
Further Reading	Edexcel AS and A level Mathematics Pure Mathematics Year 1 Textbook - Harry Smith and Greg Attwood	Edexcel AS and A level Mathematics Statistics & Mechanics Year 1 Textbook - Harry Smith and Greg Attwood	Edexcel AS and A level Further Mathematics Decision Mathematics 1 Textbook - Harry Smith and Greg Attwood (Further Maths only)
A level Specification	Edexcel Level 3 Advanced GCE in Mathematics (9MA0) , from 2017 https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html		

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Science****Purpose of Study**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The National Curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Programme of Study

	AQA A-level Chemistry	AQA A-level Biology	AQA A-level Physics
	Atomic structure	Biological molecules	Core content
	Amount of substance	Cells	Measurements and their errors

	<p>Bonding page</p> <p>Energetics page</p> <p>Kinetics</p> <p>Chemical equilibria, Le Chatelier's principle</p> <p>Oxidation, reduction and redox equations</p> <p>Thermodynamics</p> <p>Rate equations</p> <p>Equilibrium constant</p> <p>Electrode potentials and electrochemical cells</p> <p>Acids and bases</p>	<p>Organisms exchange substances with their environment</p> <p>Genetic information, variation and relationships between organisms</p> <p>Energy transfers in and between organisms</p> <p>Organisms respond to changes in their internal and external environments</p> <p>Genetics, populations, evolution and ecosystems</p> <p>The control of gene expression</p>	<p>Particles and radiation</p> <p>Waves</p> <p>Mechanics and materials</p> <p>Electricity</p> <p>Further mechanics and thermal physics</p> <p>Fields and their consequences</p> <p>Nuclear physics</p> <p>Astrophysics</p> <p>Medical physics</p> <p>Engineering physics</p> <p>Turning points in physics</p> <p>Electronics</p>
Recommended sites	<p>The Periodic Table videos from the University of Nottingham</p> <p>A level resources from the University of Liverpool</p> <p>Animations of organic</p>	<p>S-cool website</p> <p>Biology Mad website</p>	<p>Minute Physics : YOUTUBE</p> <p>Khan Academy website</p>

	<p>reactions mechanisms from</p> <p>ChemTube3d</p> <p>Chemguide A level chemistry notes (these are really good)</p> <p>A level resources from Knockhardy Publishing</p>	Khan Academy website	
A level Specification	<p>http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405</p> <p>http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</p> <p>http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408</p>		
Further Reading	<p>Essential textbooks - The CGP guide in addition to either the Toole or Lowrie textbook is sufficient</p> <p>*CGP: A-Level Chemistry for AQA students with Online Editions</p> <p>*CGP: A-Level Chemistry: AQA Year 1 & 2 Complete Revision & Practice with Online Edition</p> <p>Wider Reading for interest:</p>	<p>Essential textbooks - The CGP guide in addition to either the Toole or Lowrie textbook is sufficient</p> <p>*CGP: A-Level Biology for AQA Student Book Bundle: Year 1/AS with Online Editions</p> <p>*CGP: A-Level Biology: AQA Year 1 & 2 Complete Revision & Practice with Online Edition</p>	<p>Essential textbooks - The CGP guide in addition to either the Toole or Lowrie textbook is sufficient</p> <p>*CGP: A-Level Physics for AQA Student Book Bundle: Year 1/AS with Online Editions</p> <p>*CGP: A-Level Physics: AQA Year 1 & 2 Complete Revision & Practice with Online Edition</p>

	<p>Catalyst, a science magazine for students aged 14-19 Resources for students collated by Royal Society of Chemistry</p> <p>Chemistry World magazine from the RSC</p> <p>ChemNet (also from the RSC)</p> <p>New Scientist</p>	<p>*Glenn Toole, Susan Toole : A-level Biology for AQA Student Book. Oxford University Press (including Nelson Thornes).</p> <p>*Pauline Lowrie, Mark Smith : AQA A-level Biology Year 1 Student Book. Hodder Education.</p> <p>Wider Reading for interest :</p> <p>Charles Darwin- Origin of the Species Susan Greenfield - The Private Life of the Brain</p> <p>New Scientist Magazine Journal Nature Journal</p> <p>Biological Sciences Review Journal</p>	<p>Wider Reading for interest :</p> <p>A Brief History of Time - Stephen Hawking</p> <p>Blackholes and Timewarps: Einstein's Outrageous Legacy - Kip Thorne</p> <p>The First Three Minutes - Steven Weinberg</p> <p>Just Six Numbers - Martin Rees</p> <p>In Search of the Big Bang - John Gribbin</p> <p>The Fifth Essence - Lawrence Krauss</p> <p>In Search of Schrodinger's Cat - John Gribbin</p>
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KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Geography****Purpose of Study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

<ul style="list-style-type: none"> communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 			
Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Year 12	<p>Area of study 1, Topic 1: Tectonic Processes and Hazards</p> <p>Area of study 2, Topic 3: Globalisation</p>	<p>Area of study 1, Topic 2, Option 2B: Coastal Landscapes and Change</p> <p>Area of study 2, Topic 4, Option 4B: Diverse Places</p>	<p>Area of study 1, Topic 2, Option 2B: Coastal Landscapes and Change continued</p> <p>Area of study 2, Topic 4, Option 4B: Diverse Places continued</p>
Recommended sites	<p>http://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/ (Excellent revision site)</p> <p>http://www.bbc.com/news/world</p>	<p>http://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/ (Excellent revision site)</p> <p>http://www.bbc.com/news/world</p>	<p>http://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/ (Excellent revision site)</p> <p>http://www.bbc.com/news/world</p>
Further Reading	<p>The Economist (School Library)</p> <p>Geographical Review (School Library)</p> <p>Britannica Online</p> <p>BBC news</p>	<p>The Economist (School Library)</p> <p>Geographical Review (School Library)</p> <p>Britannica Online</p> <p>BBC news</p>	<p>The Economist (School Library)</p> <p>Geographical Review (School Library)</p> <p>Britannica Online</p> <p>BBC news</p>
A level Specification	<p>Edexcel https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html</p>		

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: History****Purpose of Study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of the past and how the modern world has come to take the shape it has. We aim to inspire pupils' curiosity to know more about the past, whilst equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped Britain as well as how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Programme of Study**Tudor England****Weimar Germany**

Recommended sites	http://tudorhistory.org/ https://englishhistory.net/tudor/ http://www.historylearning-site.co.uk/	https://www.facinghistory.org/weimar-republic-fragility-democracy/readings/why-study-weimar-germany https://www.ushmm.org/wlc/en/article.php?ModuleId=10008222 http://www.historylearningsite.co.uk/
Further Reading	<ul style="list-style-type: none"> • D.Rogerson, <i>SHP- The Early Tudors England 1485-1558</i>, (Hodder) • Ferriby, Anderson, Imperato, <i>The Tudors: England 1485-1603</i>, (Hodder) • C. Rogers, R. Turvey, <i>Henry VII- Third Edition</i>(Hodder) • R. Turvey, <i>The Early Tudors: Henry VII to Mary I, 1485-1558</i> (Hodder) • G.R. Elton, <i>England Under The Tudors (3rd Edition)</i>, (Routledge) • J. Guy, <i>Tudor England</i>, (Oxford) 	<ul style="list-style-type: none"> • G. Layton, <i>Access to History: Democracy and Dictatorships in Germany: 1919-1963</i>, (Hodder) • S.J. Lee, <i>The Weimar Republic</i>, (Routledge) • A. McElligott, <i>Rethinking the Weimar Republic: Authority and Authoritarianism, 1916-1936</i>, (Bloomsbury) • I. Kershaw, <i>Hitler: Hubris</i> • I. Kershaw, <i>Hitler: Nemesis</i> • R. Evans, <i>The Coming of the Third Reich</i> • R. Evans, <i>The Third Reich in Power</i> • R. Evans, <i>The Third Reich at War</i>
A level Specification	http://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 Components 1C and 20 ('O' for 'Oscar', not zero)	

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: ART****Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We believe in teaching students how to think like artists as well as equipping them with practical skills. Creative thinking is a transferable skill and we strive to make connections between Art and Design and all other aspects of life.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of a nation.

Aims

The National Curriculum for Art aims to ensure that all pupils:


- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS3 Art and Design prepares students for KS4 GCSE and onwards to GCE Advanced Level. We offer A' Levels in Fine Art and in Photography. Additionally, we aim to inform students of the considerable potential for progression to further education and careers in Art and Design related industries.

Programme of Study			
<p>Year 12 <u>PROJECT THEME</u></p> <p>“CHANGE, TRANSFORMATION: METAMORPHOSIS”</p> <p>COMPONENT 1. COURSEWORK 60%</p>	<p>TERM 1</p> <ul style="list-style-type: none"> ● Personal Investigation - exploratory studies in response to set theme ● Practical skills developed ● Begin Personal Study research <p>At the start of the A Level Fine Art course students will explore the idea of “Change, Transformation: Metamorphosis” in a range of ways as a starting point for their personal work. We explore the creative process as a whole and analyse different approaches to creativity in Art. Drawing is a fundamental part of the course. Students will begin by drawing in a range of</p>	<p>TERM 2</p> <ul style="list-style-type: none"> ● Personal investigation continues: student led theme developed and explored through discussion with teacher ● Continue Personal Study research and begin writing: minimum 1000 words <p>Students go on to develop ideas further, exploring these through new techniques and skills in 2 and 3 D. We will also further examine and analyse the creative processes of established artists. We look at the various roles and functions of Art and Design in society and make inter-disciplinary connections. Students might develop Art work that expresses political or ecological issues. They may decide to focus upon the formal elements: patterns, colours and</p>	<p>TERM 3</p> <ul style="list-style-type: none"> ● Final outcome/s produced as controlled assessment in Term 3 ● Personal Study written and completed by September of Term 1 Year 13. <p>Throughout the year students continue to develop their skills in media such as drawing, painting, printmaking, photography and sculpture. By Term 3 they may have decided to focus on one or more of these disciplines. The PROJECT WILL CULMINATE IN A FINAL OUTCOME of series of outcomes such as paintings, sculptures or prints.</p> <p>THE A LEVEL FINE ART COURSE ENCOURAGES STUDENTS TO DEVELOP: intellectual, imaginative, creative and intuitive capabilities ● investigative, analytical, experimental, practical, technical</p>

	<p>media from a variety of sources both primary and secondary. Emphasis is placed upon research and analysis of relevant Art and Artists. Students will be expected to visit galleries and museums as part of the course. They will collect visual source material from a range of sources for example photographs and other secondary sources, as well as memory and imagination. We experiment with media and materials. Through a combination of research, ideas, and experimentation, Ideas are generated for practical work referred to as the PERSONAL INVESTIGATION. Sources and ideas will be collated using a sketchbook and a folder. Students will be expected to attend after school</p>	<p>composition in a more abstract manner.</p> <p>KEY SKILLS THROUGHOUT THE COURSE</p> <ul style="list-style-type: none"> ● creative skills ● critical thinking skills ● research skills ● synoptic skills (and the ability to pull all skills, knowledge and understanding together to produce a final outcome) ● literacy skills. 	<p>and expressive skills, aesthetic understanding and critical judgement ● independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes ● an interest in, enthusiasm for and enjoyment of art, craft and design ● their experience of working with a broad range of media ● an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate ● knowledge and experience of real-world contexts and, where appropriate, links to the creative industries ● knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures ● an awareness of different roles, functions, audiences and consumers of art, craft and design.</p>
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	sessions and Drawing classes on a regular basis.		
Recommended sites	https://qualifications.pearson.com/en/subjects/art-and-design.html http://www.studentartguide.com/articles/sketchbook-ideas-and-portfolio-presentation	www.guggenheim.org www.newbritishartists.co.uk http://www.saatchigallery.com	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.nationalgallery.org.uk www.british-museum.ac.uk/
Further Reading	<p>Little S – <i>Isms – Understanding Art</i> (A & C Black, 2004)</p> <p>Phaidon Editors – <i>30,000 Years of Art: The Story of Human Creativity Across Time and Space</i> (Phaidon Press, 2007)</p>	<p>Berger J – <i>Ways of Seeing</i>, reprint edition (Penguin Classics, 2008)</p> <p>Hughes R – <i>The Shock of the New – Art and the Century of Change</i>, enlarged edition (Thames and Hudson, 1991)</p>	<p>Phaidon Editors – <i>The Art Book</i>, new edition (Phaidon Press, 2012)</p> <p>Murray L and Murray P – <i>The Penguin Dictionary of Art and Artists</i>, (Penguin, 1997)</p>
A level Specification	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html		

KINGS' SCHOOL AL BARSHA			
CURRICULUM OVERVIEW			
Subject: Drama			
			
Purpose of Study			
'To hold a mirror up to Nature...'			
<p>A high quality Drama curriculum will equip students with the skills necessary to explore the world in which we live, through the use of dramatic strategies and conventions. Students investigate a variety of times and cultures, historical events and social issues whilst refining performance skills. The development of empathy, confidence, emotional intelligence, communication skills and social skills is at the core of learning through Drama. The emphasis at Key Stage 3 is placed strongly on process (exploration) and the fostering of reflective and evaluative practice. This continues into examined Drama at KS4 and 5 with the added dimension of theatre studies/theory and theatre making.</p>			
Aims			
<p>Students will become familiar with a specific range of explorative strategies required to study Drama. They will learn to see texts through the eyes of directors, designers and performers. Kings' students will become adept at devising drama and theatre from given forms of stimuli as well as bringing plays and texts to life using the elements of drama and the drama medium. Students will improve transferable skills beneficial to their wider curriculum such as public speaking, confidence in communication and empathy and they will collaborate constantly and creatively.</p>			
Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	A Level Theatre Studies	Edexcel (9DR0)	
Recommended sites	www.nationaltheatre.com www.complicite.com www.franticassembly.com	www.nationaltheatrelive.com	

Further Reading	'Memory of water' and 'Five kinds of silence' - Shelagh Stephenson 'Find Me' - Olwen Wymark 'Waiting of Godot' Beckett 'Three plays by Lorca' 'Top Girls' - Churchill 'Miss Julie' - Stringberg 'After Miss Julie' - P. Marber	Practitioners	Stanislavski Complicite Frantic Assembly DV8 Alecky Blythe Brook Berkoff Brecht Artaud Punchdrunk Julie Taymor Gecko John Napier
Programme of Study Term 1 Intro to drama and theatre <i>C3 Practical exploration of AS set text 'Machinal' by S. Treadwell DA</i> Live theatre evaluation - choice of performance Practical exploration and study of a complete performance text (focusing on how this can be realised in performance) 'Machinal' *understanding of style, genre, structure and form *interpretation of characters *consideration of staging and design elements * consideration of costume and makeup			

*understanding the social and historical context

* how meaning is communicated to an audience

Practical exploration and performance of another complete performance text., in light of a chosen practitioner. (imagine how this text can be reimagined for a contemporary audience.) 'Colder than here'.

*exploring the work of a practitioner and considering how that would re-imagine their production

*interpretation of characters and understanding style, genre and structure

* understanding the social and historical context

*how meaning is communicated to an audience

C1 Practically explore key extract from text and practitioner JP

Devise an original performance piece

Use one key extract from a performance text and a theatre practitioner as stimuli (Whose afraid of Virginia Woolf')

Use of practitioner - Complicite

Two parts to the assessment;

- ***a portfolio 60 marks***
- ***devised performance 20 marks***

Term 2

C1 Continue to rehearse and perform key extract and begin portfolio

C3 Machinal complete - written assignments to prepare for written examination

C3 Live Theatre visits and extensive notes taken

C1 Performance of monologues/duologues

Term 3

C3 revisited - essay practice and Live theatre notes detailed

Past papers, and examiners feedback

Year 13**Term 1**

C1 Perform devised piece complete portfolio

Term 2

C2 Monologues and duologues - 24 marks

C2 Group performance - 36 marks

(Centre choice of performance text, however texts to be considered;

'A doll's house'

'Top Girls'

'Medea'

Five kinds of silence'

Term 3

C3 Revise two set texts and practitioner

'Machinal' and 'Colder than here'.

C3 Written examination on two set texts and live theatre.

June 2019

websites

www.theatredesign.org.uk

www.trestle.org.uk

www.whatsonstage.com

www.nationaltheatre.org.uk

www.youththeatrenews.org.uk

www.splendid-productions.com

www.rsc.org.uk

www.pilot-theatre.com

Extra related reading

'Memory of water' and 'Five kinds of silence' - Shelagh Stephenson

'Find Me' - Olwen Wymark

'Waiting of Godot' Beckett

'Three plays by Lorca'

'Top Girls' - Churchill

'Miss Julie' - Stringberg

'After Miss Julie' - P. Marber

'Medea' - Euripides

'Every brilliant thing' - Macmillan

<p>'DNA' - Dennis Kelly</p> <p>'Equus' - P. Shaffer</p> <p>'Dumb waiter' - Pinter</p>	
A level Specification	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2013/Specification%20and%20sample%20assessments/UA035226_GCE_Lin_DramTS_Issue_6.pdf

KINGS' SCHOOL AL BARSHA			
CURRICULUM OVERVIEW			
Subject: Music			
Purpose of Study			
<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>			
Aims			
<p>The National Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 			
Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p>Music Theory – The Elements Students will study the fundamentals of music</p>	<p>Component 3 – Appraising Music Students will undertake study and analysis of the set works for</p>	<p>Component 3 – Appraising Music Students will undertake study and analysis of the set works for the</p>



	<p>theory to prepare them fully in terms of vocabulary and knowledge for set works study.</p> <p>Component 3 – Appraising Music Students will undertake study and analysis of the set works for the listening exam from the Vocal Music Area of Study. They will also study 'wider listening' music analysis relating to this Area of Study in preparation for the 'unseen' element of the exam.</p> <p>Component 1 – Performing Music Students will practise in their own time and with their instrumental/vocal teachers in preparation for their solo recital. One lesson a week will also be given to solo rehearsal/recital preparation.</p> <p>Component 2 – Composing Music</p>	<p>the listening exam from the Instrumental Music Area of Study. They will also study 'wider listening' music analysis relating to this Area of Study in preparation for the 'unseen' element of the exam.</p> <p>Component 2 – Composing Music Students will study composition skills to undertake composition 1 – free composition</p> <p>Component 1 – Performing Music Students will practise in their own time and with their instrumental/vocal teachers in preparation for their solo recital. One lesson a week will also be given to solo rehearsal/recital preparation.</p>	<p>listening exam from the Film Music Area of Study. They will also study 'wider listening' music analysis relating to this Area of Study in preparation for the 'unseen' element of the exam.</p> <p>Component 2 – Composing Music Students will complete composition 1 – free composition scores and recordings</p> <p>Component 1 – Performing Music Students will practise in their own time and with their instrumental/vocal teachers in preparation for their solo recital. One lesson a week will also be given to solo rehearsal/recital preparation. Mock recital recordings to be undertaken.</p>
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	Students will be allocated one lesson a week to explore composition skills in relation to the free composition task.		
Recommended sites	https://www.musictheory.net/lessons	https://www.artofcomposing.com/courses/music-composition-101	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/GCSE-AS-and-A-level-Music-Difficulty-Levels-Booklet.pdf
Further Reading	Edexcel AS/A Level Anthology of Music by Julia Winterson Publisher: Pearson	Edexcel AS and A Level Music Study Guide by Alistair Whightman Publisher: Rhinegold	Edexcel AS and A Level Music Study Guide by Alistair Whightman Publisher: Rhinegold
A level Specification	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/GCE-music-specification-A-Level-2015.pdf		

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: French****Purpose of Study**

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.


Programme of Study

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	Students will cover 2 main topic areas : La Patrimoine and La Famille They will carry out a writing and speaking assessment.	Students will cover 2 main topic areas: La Cyber-société and le Cinéma. They will carry out a listening and reading assessment.	Students will cover 2 main topic areas: Le Bénévolat and la Musique Francophone They will carry out assessments in all skills.


	They will also have a dedicated grammar lesson once per week	They will also commence the film-study section. The film to be studied is "Un long dimanche de fiançailles". They will write essays on each theme studied in the film	They will also continue the film-study section. The film to be studied is "Un long dimanche de fiançailles". They will write essays on each theme studied in the film
Recommended sites	www.linguascope.com www.languagesonline.org.uk http://en.unesco.org/countries/france http://www.20minutes.fr	www.linguascope.com www.languagesonline.org.uk http://www.20minutes.fr	www.linguascope.com www.languagesonline.org.uk http://www.20minutes.fr
Further Reading	Kiffe Kiffe Demain by Faiza Guen	Kiffe Kiffe Demain by Faiza Guen	Kiffe Kiffe Demain by Faiza Guen
A level Specification	http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652		
KINGS' SCHOOL AL BARSHA CURRICULUM OVERVIEW Subject: Spanish			
Purpose of Study Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.			



Aims			
The national curriculum for languages aims to ensure that all pupils:			
<ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 			
Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	Music, role of the Internet, social network, traditions and customs, gastronomy, changes in the family model, "Volver", grammar and translation.	Technology, tourism, art and architecture, cultural heritage, role of women in the world of work, feminism, gay and transgender rights, "Volver", grammar and translation.	Exam practice
Recommended sites	20minutos www.languagesonline.org	20minutos www.languagesonline.org	20minutos www.languagesonline.org
Further Reading	La casa de Bernarda Alba	La casa de Bernarda Alba	La casa de Bernarda Alba
A level Specification	http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692		

<p style="text-align: center;">KINGS' SCHOOL AL BARSHA</p> <p style="text-align: center;">CURRICULUM OVERVIEW</p> <p style="text-align: center;">Subject: Design and Technology</p> 	
<p style="text-align: center;">Purpose of Study</p> <p>A high quality Design and Technology education is an inspiring, rigorous and practical. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a</p>	

critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation.	
Aims	
The national curriculum for design and technology aims to ensure that all pupils:	
<ul style="list-style-type: none"> • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • Critique, evaluate and test their ideas and products and the work of others • Understand and apply the principles of nutrition and learn how to cook. 	
Course overview:	
Students will be required to apply knowledge and understanding of a wide range of materials; including modern and smart materials, and processes used in product design and manufacture. They will be required to develop an understanding of contemporary industrial and commercial practices applied to designing and manufacturing products, and to appreciate the risks involved. Students should have a good working knowledge of health and safety procedures and relevant legislation.	
Designers from the past provide inspiration for present and future designing. Students should be aware of the important contribution that key historical movements and figures have on modern design thinking.	
It is increasingly important that students develop an awareness of wider issues in design and technology, that design and technological activities can have a profound impact on the environment and on society and that these, together with sustainability, are key features of design and manufacturing practice.	
Recommended sites	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html
Further Reading	See google classroom for reading lists and support materials.

<p style="text-align: center;">KINGS' SCHOOL AL BARSHA</p> <p style="text-align: center;">CURRICULUM OVERVIEW</p> <p style="text-align: center;">Subject: Psychology & Sociology</p> 	
<p style="text-align: center;">Purpose of Study</p> <p><u>Psychology</u> These qualifications offers an engaging and effective introduction to psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. By utilising the knowledge and skills on this course students should be able to take a more informed and critical look at many aspects of human behaviour and how they relate to people's' lives as well as their own, this will also empower them to develop and transferable skills of informed debate and critical analysis.</p>	

Sociology

These qualifications will allow students to explore approaches and methods related to the core areas of Sociology and to enable students to engage in theoretical debate and to encourage an active involvement with the research process. By utilising the knowledge and skills on this course students should be able to take a more informed and critical look at many aspects of all societies and how they relate to people's lives, this will also empower students to develop and transferable skills of informed debate and critical analysis.

Aims

The national curriculum for **Psychology** aims to ensure that all pupils:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content
- Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness

These skills should be developed through study of the specification content and through ethical practical research activities, involving:

- Designing research
- Conducting research
- Analysing and interpreting data

The national curriculum for **Sociology** aims to ensure that all pupils study the following two themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p><u>Psychology</u></p> <ul style="list-style-type: none"> • Research Methods • Approaches in Psychology • Psychopathology <p><u>Sociology</u></p> <ul style="list-style-type: none"> • Families and Households 	<p><u>Psychology</u></p> <ul style="list-style-type: none"> • Memory • Attachment • Social Influence • Biopsychology <p><u>Sociology</u></p> <ul style="list-style-type: none"> • Education with links to research methods • Research methods with methods in context 	
Recommended sites	<p><u>Psychology</u></p> <ul style="list-style-type: none"> • http://www.resource.com/@psychexchange/start/index • http://www.psychologyzone.co.uk/ <p><u>Sociology</u></p> <ul style="list-style-type: none"> • Association for the Teaching of the Social Sciences (has many links to other websites of interest to AS/A2 Sociology) www.atss.org.uk • BBC www.bbc.co.uk 	<p><u>Psychology</u></p> <ul style="list-style-type: none"> • http://www.resource.com/@psychexchange/start/index • http://www.psychologyzone.co.uk/ • ClickPsych.com http://www.clickpsych.com <p><u>Sociology</u></p> <ul style="list-style-type: none"> • Office for National Statistics www.statistics.gov.uk • The Times www.thetimes.co.uk • Sociology Central www.sociology.org.uk 	

	<ul style="list-style-type: none"> • The Daily Telegraph www.telegraph.co.uk • The Guardian www.guardian.co.uk • The Observer www.guardian.co.uk 		
Further Reading	<p><u>Psychology</u></p> <ul style="list-style-type: none"> • Coolican, H (2004) Research Methods and Statistics in Psychology (4th edition) • Gross, R (2003) Themes, Issues and Debates in Psychology (2nd edition) <p><u>Sociology</u></p> <ul style="list-style-type: none"> • Haralambos, M et al. Sociology Themes and Perspectives, Collins • Moore et al, AQA Sociology for AS 2nd edition, Collins • Cheal, D Sociology of Family Life Palgrave Macmillan 2002 	<p><u>Psychology</u></p> <ul style="list-style-type: none"> • Baddeley, A (1999) Essentials of Human Memory Hove: Psychology • Hewstone, M et al (Eds) (2001) Introduction to social psychology (3rd edition) Oxford: Blackwell. <p><u>Sociology</u></p> <ul style="list-style-type: none"> • McKenzie, J Changing Education: A Sociology of Education Since 1944 Prentice Hall 2001 • Trobe, K Revising Sociology of Education and Research Methods Lindisfarne Press 2008 	

A level Specification	<p>Psychology http://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF</p> <p>Sociology http://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF</p>
KINGS' SCHOOL AL BARSHA CURRICULUM OVERVIEW Subject: Politics	
<p style="text-align: center;">Purpose of Study</p> <p>An A level Politics qualification reflects the demands of a truly modern and evolving political environment in the UK and around the world – a qualification that enable students to apply themselves and which give them the skills to succeed.</p> <p>Students will investigate in detail how people and politics interact. In Component 1: UK Politics, they will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government. This section allows students to understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further</p>	



examine the role of the media in contemporary politics. It will also give students an understanding of voting patterns and voting behaviour.

Component 2: UK Government is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. UK Government also gives students a base of comparison to other political systems. The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system. Students will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system.

The last and third component is the comparative topic. The USA has been considered by some to be a 'beacon of democracy'. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK, European and global politics. Students will explore the US Constitution and the arguments surrounding this guiding document of US democracy. In learning about the key institutions of government in the USA and analysing the manner in which they achieve this power and exercise it over their citizens, students will judge ultimately whether 'liberty and justice for all' has been achieved in the USA. Students will be expected to highlight the debates on the nature of democracy in the USA and evaluate the extent to which it remains an issue. The impact of the US government on the world beyond its borders is increasingly a feature of international politics. Students will begin to engage with this interaction by comparing and contrasting politics and institutions in the US with those in the UK. This will develop a wider understanding of politics as a discipline, underpinned by the theoretical concepts of comparative politics.

Aims

The aims and objectives of this qualification are to enable students to:

- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally.
- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics.
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups.
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.
- develop an interest in, and engagement with, contemporary politics.

Programme of Study

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p><u>UK Politics</u></p> <ul style="list-style-type: none"> • Democracy and Participation • Electoral Systems • UK Political Parties • Voting Behaviour and the Media 	<p><u>UK Government</u></p> <ul style="list-style-type: none"> • The Constitution • Prime Minister and the Cabinet • Parliament • Relations between institutions 	<p><u>UK Politics</u></p> <ul style="list-style-type: none"> • Ideas - Liberalism • Ideas - Conservatism • Ideas - Socialism • Ideas - Optional (TBC)

Recommended sites	Guardian website BBC News website The Telegraph website The Independent website Britannica Online Political party websites: https://www.conservatives.com/ http://www.labour.org.uk/ https://www.libdems.org.uk/ https://www.snp.org/	Guardian website BBC News website The Telegraph website The Independent website Britannica Online Political party websites: https://www.conservatives.com/ http://www.labour.org.uk/ https://www.libdems.org.uk/ https://www.snp.org/ Britannica Online http://www.ucl.ac.uk/constitution-unit/whatis/uk-constitution https://www.parliament.uk/documents/commons-committees/political-and-constitutional-reform/The-UK-Constitution.pdf
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Further Reading	<p>Core textbook - Edexcel A Level and AS Level Politics.</p> <p>Wider reading from A Level wall display in classroom (updated every week) and wider political reading and research at home.</p> <p>'The Economist' magazine (located in the school library).</p> <p>'Political review' magazine (located in the school library).</p>	<p>Core textbook - Edexcel A Level and AS Level Politics.</p> <p>Wider reading from A Level wall display in classroom (updated every week) and wider political reading and research at home.</p> <p>'The Economist' magazine (located in the school library).</p> <p>'Political review' magazine (located in the school library).</p>	
Year 13	<p><u>Comparative Politics - USA</u></p> <ul style="list-style-type: none"> • The US Constitution and federalism • US Presidency • US Democracy and participation 	<p><u>Comparative Politics - USA</u></p> <ul style="list-style-type: none"> • US Supreme Court and civil rights • US Congress • US Federalism 	<ul style="list-style-type: none"> • Revision • Examination

Recommended sites	https://www.democrats.org/ https://www.gop.com/ Guardian website BBC News website The Telegraph website The Independent website Britannica Online	https://www.democrats.org/ https://www.gop.com/ Guardian website BBC News website The Telegraph website The Independent website Britannica Online	https://www.democrats.org/ https://www.gop.com/ Guardian website BBC News website The Telegraph website The Independent website Britannica Online https://www.conservatives.com/ http://www.labour.org.uk/ https://www.libdems.org.uk/ https://www.snp.org/
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<p>Further Reading</p>	<p>Bennett, US Government & Politics (4th Edition)</p> <p>McKeever & Davies, Politics USA (3rd Edition)</p> <p>Bowles & McMahon, Government & Politics of the United States</p> <p>Lowi & Ginsberg, American Government: Power & Purpose (Brief 12th Edition)</p> <p>Duncan Watts, Understanding: US/UK Government & Politics, a Comparative Guide (2nd Edition)</p> <p>Ashbee, US Politics Today (3rd Edition)</p> <p>McKay, American Politics and Society (8th Edition)</p> <p>Singh, Governing America: The Politics of a Divided Democracy</p>	<p>Bennett, US Government & Politics (4th Edition)</p> <p>McKeever & Davies, Politics USA (3rd Edition)</p> <p>Bowles & McMahon, Government & Politics of the United States</p> <p>Lowi & Ginsberg, American Government: Power & Purpose (Brief 12th Edition)</p> <p>Duncan Watts, Understanding: US/UK Government & Politics, a Comparative Guide (2nd Edition)</p> <p>Ashbee, US Politics Today (3rd Edition)</p> <p>McKay, American Politics and Society (8th Edition)</p> <p>Singh, Governing America: The Politics of a Divided Democracy</p> <p>Wasserman, The Basics of American Politics (14th Edition)</p> <p>Core textbook - Edexcel A Level and AS Level Politics.</p> <p>Wider reading from A Level wall display in classroom (updated</p>	<p>Further Reading</p>
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	<p>Wasserman, The Basics of American Politics (14th Edition)</p> <p>Core textbook - Edexcel A Level and AS Level Politics.</p> <p>Wider reading from A Level wall display in classroom (updated every week) and wider political reading and research at home.</p>	<p>every week) and wider political reading and research at home.</p>	
<p>A level Specification</p>	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf</p>		

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: A Level Business Studies****Purpose of Study**

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes (Marketing and People, Managing Business Activities, Business decisions and Strategy and Global Business) and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Aims

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Business are to enable students to:

- develop an enthusiasm for studying business
- gain an holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis

- apply numerical skills in a range of business contexts.

Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p>Marketing and People - In this theme, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start up.</p> <p>This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the</p>	<p>Managing Business Activities - In this theme, students explore the finance and operations functions, and investigate external influences on business.</p> <p>This theme enables students to develop an understanding of raising and managing finance, and measuring business performance.</p> <p>The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.</p> <p>http://www.itseducation.asia/dictionary/m.htm http://www.s-cool.co.uk/a-level/business-studies/budgeting-costing-and-investment</p>	<p>Revision and mock examination (this will be only on topics listed on Theme 1 and 2) https://quizlet.com/ https://www.tutor2u.net/business/blog/</p> <p>We will then start to cover Year 13 content - Business Decisions and Strategy Students develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making. Students will need to build upon the knowledge, skills and understanding developed in Theme 2 in Theme 3, making connections across these two themes in Paper 2, and across Themes 1, 2, 3 and 4 in Paper 3.</p> <p>This theme moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a</p>

	<p>role of enterprising individuals and leaders.</p> <p>www.businesscasestudies.co.uk https://www.thebalance.com/human-resources-4074009 http://www.adweek.com/digital/ https://www.forbes.com/sites-marketing/#4b938cb5436a</p>	<p>https://www.wired.com/</p> <p>http://www.bbc.com/news/technology</p>	<p>strategic view of business opportunities and issues.</p>
Further Reading	<p>My Big Idea: 30 Successful Entrepreneurs Reveal How They Found Inspiration <i>Publisher - Kogan Page (May 1, 2010)</i></p> <p>Mcdonalds: behind the Arches <i>Publisher - Bantam; Rev Sub edition (July 1, 1995)</i></p> <p>The Google Story Paperback <i>Publisher - Delacorte Press; 1st edition (November 15, 2005)</i></p>		
A Level Specification	<p>https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html</p>		