KSAB SECONDARY
YEAR 9 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	Computing	Mohammed Hassan Ahmed	m.ahmed@kingsalbarsha.com
6	Design and Technology	Scott Johnson	scottjohnson@kingsalbarsha.com
7	Drama	Deborah El Alwan	d.price@kingsalbarsha.com
8	Economics	Katherine Downes	k.downes@kingsalbarsha.com
9	English language and Literature	Emma Sanderson	e-sanderson@kingsalbarsha.com
10	French	Christian Audouin	c.audouin@kingsalbarsha.com
11	Geography	Scott Pughsley	s.pughsley@kingsalbarsha.com
12	History	Phillip Copeland	p-copeland@kingsalbarsha.com
13	Islamic A	Maha Naeem Abed Abdulhamid	a-abdulhamid@kingsalbarsha.com
14	Islamic B	Maha Naeem Abed Abdulhamid	a-abdulhamid@kingsalbarsha.com
15	Mathematics	Paul Bradwell	paulbradwell@kingsalbarsha.com

16	Music	Kathryn Francis	kathrynfrancis@kingsalbarsha.com
17	Physical Education	Damian Edwards	damianedwards@kingslabarsha.com
18	Politics	Rowan Sophie Stewart	r.stewart@kingsalbarsha.com
19	Psychology/Sociology	Farah Virk	f.virk@kingsalabarsha.com
20	Science	Nisar Fazel	n.fazel@kingsalbarsha.com
21	Spanish	Christian Audouin	c.audouin@kingsalbarsha.com

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Islamic A

Purpose of Study
الغاية من دراسة المادة

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 والإيجابية 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.

Aims
الهدف من دراسة المادة

تهدف مادة التربية الإسلامية في كينجز البرشاء أن تكون مادة شمولية مرتطة بحياة الطالب المدرسية بحيث تكون مرتبة بمواده الدراسية الأخرى مثلا:

- 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
محتوى المنهاج

نعتمد 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:

- القرآن الكريم و السنة النبوية.
- قيم الإسلام وغاياته.
- أحكام الإسلام وآدابه.
- السيرة النبوية.
- العقلية الإيمانية.
- الهوية و الإنتماء.
- الإنسان والكون.

Programme of Study			
	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	- ستغطى المادة سورة الحجرات الآيات (1-10) - حديث السبع الموبقات و الغفور العدل سبحانه و التناصح في الإسلام و الزكاة في الإسلام و الحلال بين و الدين النصيحة	- ستغطى المادة الحج و حجة الوداع و الإيمان فضل من الله تعالى و للمجتمع رجاله ونساؤه و العدل في الإسلام و مايحل وما يحرم من الطعام و الشراب و الإمام مسلم	- كتاب الوزاة الجزء الثاني.
Further Reading	كتاب التربية الإسلامية للصف التاسع من التعليم الأساسي		

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**
	Islamic Education 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		
Recommended sites	**1- Divine Revelation:** Major themes of the Qur'an. Three groups of passages are set for close	**1- Islamic Rulings and Aims:** Zakah the 3rd pillar of Islam. Rulings of Hajj. Hajj and conditions.	**1- Divine Revelation:** Surah Waqiyah Ayah 1-10. Surah Waqiyah Ayah 11-20.

	study. These relate to the themes of: God in himself God's relationship with the created world God's Messengers. • the revelation of the Qur'an to the Prophet between the years 610 and 632 • the account of the compilation of the Qur'an under the Rightly Guided Caliphs **2- Islamic Beliefs:** Major beliefs and observances. The five pillars of Islam. **3- Islamic Rulings and Aims:** The Quran as a source of religious authority **4- Islamic values and manners:** Justice in Islam. Tolerance and forgiveness. No suicide	**2- Biographies:** Prophet's teachings. Hujja tul Wadaa. Imam Ahmed bin Hanbal.	Distinguishing betwwen Halal and Haram (Hadeeth Shareef) **2- Islamic Beliefs:** Forgiveness from the Lord. Peace and safety. Blind following.
Further Reading	www.cie.org.uk/igcse http://www.quranexplorer.com/quran/http://www.questionsonislam.com/article/what-importance-quran-h	www.cie.org.uk/igcse http://www.quranexplorer.com/quran/http://www.questionsonislam.com/article/what-importance-q	http://www.quranexplorer.com/quran/http://www.questionsonislam.com/article/what-importance-quran-how-can-you-describe-quran,

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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			
	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	شعر (**غذوتك مولوداً**)، أمية بن الصّلت، قصة قصيرة (**الدرس الأخير**)، حديث شريف (**لا تغضب**)، النحو (الميزان الصّرفي)، ألفونسو دوديه، الكتابة (**الغضب**)، كتابة يوميات على لسان شخصيّة قصصيّة، النحو (**اسم الفاعل**)، قصة قصيرة (المناورة). البلاغة (**التشبيه البليغ**)، مقال (**إشارات يرسلها الشهداء**) سيرة ذاتية (**تعلمت من أوقات الفراغ**).	نص شعري (**الناس والزمان**) لأبي الطيب المتنبي، نحو (**الأفعال التي تنصب مفعولين أصلهما مبتدأ وخبر**)، كتابة (**الشخصية القيادية الناجحة**)، الاستماع (**هل ترى الحيوانات العالم كما نراه نحن؟**)، التحدّث(**بر الوالدين**)، شعر (**لن أبكي**) لفدوى طوقان، قصة قصيرة (**العباءة**)، أدب الرحلات (رحلة ابن بطوطة إلى الصين)، نحو (الأفعال التي تنصب مفعولين ليس أصلهما مبتدأ وخبر)، مقال (التعليم).	نصوص معلوماتية (**قطار المستقبل من أبوظبي إلى لندن**)، كتابة (**وصف رحلة**)، الاستماع (**كيف تخطط لمستقبلك؟**)، المحادثة(**التمريض المهنة الإنسانية الأولى**)، نحو (**التوكيد**)، البلاغة (**الاستعارة**)، نصوص أدبية شعرية (**ذكرى جدتي**)، الاستماع (**كيف أخدم وطني؟**). المحادثة (**المحميات الطبيعية في دولة الإمارات العربية المتحدة**)، نحو (**الممنوع من الصرف**)، نص معلوماتي (**مملكة الفطريات**).
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**	**مسرحية أنتيجون**	

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Arabic B

Purpose of Study

In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Kings' Al Barsha provides a learning environment which values and draws upon students' background and interests. We aim to support different learning styles, build confidence and encourage independence. We believe that learning Arabic should be fun and stimulating for all our learners in order to cover the vocabulary and grammar of topics and build up fluency and sophistication in language use more naturally. We aim to provide an excellent context for developing insights into culture as well as higher order thinking skills such as analysis, comparison and interpretation.

Arabic is compulsory at Key Stage 3 in the UAE and we see the range of ICT tools as having a valuable role to play in teaching and learning Arabic. This is because they represent an up-to-date and increasingly versatile resource and are central to the way young people learn, play and most of all communicate with each other.

Aims

The Arabic Scheme of Work is based on the themes provided by the KHDA and covers the similar topic areas as other Modern Foreign Languages at Kings' Al Barsha.

The Arabic Programme 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.
- Acquire an understanding of the Arabic Culture around them.

Programme of Study			
	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	1-Clothes. 2-Hobbies. 3- Tourism and Travel	4- Communication and Media 5- Shopping. 6- Daily routine.	7- global issues 8 the world around me
Recommended sites	http://arabalicious.com/secondary-resources.html http://toolstolearnarabic.blogspot.ae/2010/04/pdf-36-arabic-stories-for-kids-for.html	http://www.arabicreadingcourse.com/ http://toolstolearnarabic.blogspot.ae/2010/04/pdf-36-arabic-stories-for-kids-for.html	http://ilanguages.org/arabic.php http://toolstolearnarabic.blogspot.ae/2010/04/pdf-36-arabic-stories-for-kids-for.html
Further Reading	Arabic- English Word List for GCSE Arabic Companion by Chawki Nacef	Your Arabic Friend - A Textbook for GCSE, by Nomaan Mahir	Talk With Me - Pre-GCSE Conversations

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 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	Novel study An in depth study of the characters, themes, plot and setting of a novel. **Debating** In this scheme of learning, students are taught the skills of winning an argument! Students will be given an opportunity to discuss some of the most controversial and fun topics in the world of current affairs, while covering strategies for constructing an argument that are easily transferable to any other subject.	**Poetry – Relationships** A variety of poems are covered in this unit, ranging from relationships of friends and family to some with more of a focus on romance. Students will complete a reading response assessment, analysing the poet's use of poetic devices and language features. **Narrative and Descriptive Writing** Metaphors, personification and onomatopoeia – this unit covers them all! Students will learn the skills of showing not telling, varying sentence starters and choosing vocabulary for effect in this unit that will help prepare them for IGCSE coursework.	**The Merchant of Venice** Students will cover the characters, themes, setting and plot of this play, alongside learning about the context of the time Shakespeare was writing in. **Non-Fiction Texts** This unit will allow students to prepare for their study of IGCSE text by analysing the use of language for effect to achieve the purpose of a text and appeal to the target audience.
Recommended sites	YouTube - How to Debate: An Introduction	http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryrelationships/	http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamerchantvenice/

Further Reading	CGP Revision Guide	Edexcel International GCSE English Language and Literature Anthology (found at http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/English%20Language%20A/2011/Specification%20and%20sample%20assessments/UG026701%20International%20GCSE%20Anthology%20-%20English%20Lang%20(spec%20A)%20English%20Lit%20Issue%202%20for%20web_040413.pdf)	The Merchant of Venice: York Notes

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 and 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**
	Fractions. Indices and Surds. Properties of Numbers. Brackets. Solving Equations. rearranging formulae. Sequences. Statistical Diagrams. Ratio and Proportion. Angles in Polygons. Pythagoras and Trigonometry.	Linear, Non-linear and Real-life graphs. Area. Units of Measure. Circles and Sectors. Pyramids and Cones. Plans and Elevations. Transformations. Loci and Constructions. Quadratic Equations. Simultaneous Equations. Probability. Venn Diagrams.	Further Percentages, Ratio and Proportion. Compound Measures. Similarity and Congruency. Further Pythagoras and Trigonometry. Further Statistics. Inequalities. Further Graphs.
Recommended sites	www.mangahigh.com	www.mymaths.co.uk	http://www.bbc.co.uk/education/subjects/z38pycw
Further Reading	Edexcel GCSE (9-1) Mathematics: Higher Student Book. Publisher: Pearson	Edexcel GCSE (9-1) Mathematics: Higher Student Book. Publisher: Pearson	Edexcel GCSE (9-1) Mathematics: Higher Student Book. Publisher: Pearson

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

	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	Students will study: **Working Scientifically skills** Skills for Science	Students will learn about: **Plant growth** Photosynthesis. plant tissues	Students will focus upon: **GCSE 9-1** **Key concepts in Biology** Cells organs and tissues.

	Genetics and Evolution Theories of how life has evolved on planet Earth. **Making Materials** Polymers. Metals and alloys **Forces and Motion** Resultant force Gravity Mass Weight	**Reactivity** Endothermic and exothermic chemical reaction. Energies of reactivity **Force Fields** Gravity Electromagnetism Electro statics	Respiration Mass transport **States of matter** Understanding states of matter. Atoms, elements, compounds Chemical equations **Motion** Speed distance and time. Simple machines
Recommended sites	www.escience@kings.com KS3 Bitesize	www.escience@kings.com KS3 Bitesize	www.escience@kings.com KS3 Bitesize
Further Reading	Exploring science 9	Exploring science 9	Edexcel (9-1) Combined science

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)
- 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**
	Restless Earth! Students will study the theory of plate tectonics, and the impacts that natural hazards such as; earthquakes, volcanic eruptions and tsunamis, can have on humans and the natural environment	**Population Boom!** Students will focus on the study of tourism, the fastest growing industry in the world, and it's impacts on the human and physical environment. Case study examples to be studied include that of our local region; Dubai and the UAE, and global examples, such as Thailand	**'Where's the water?'** Students will examine the global geographical issue of access to clean water and it's increasing scarcity……who has plenty, who doesn't…..? Is there enough water for the Earth's ever growing global population?
	http://www.bbc.co.uk/education/guides/zyhv4wx/revision (Plate Tectonics) http://www.bbc.co.uk/education/guides/zvnbkqt/revision (Volcanoes) http://www.bbc.co.uk/education/guides/z3sg87h/revision (Earthquakes) http://www.bbc.co.uk/education/guides/zbfrd2p/revision (Tsunami's) http://www.bbc.co.uk/education/topics/zdpg9j6/resources/2 (Monserrat Volcanic Eruption 1997)	http://www.bbc.co.uk/education/topics/zcmfb9q	http://www.bbc.co.uk/education/topics/z2vkjxs (Sustainability) http://www.bbc.co.uk/education/topics/zjsc87h (Energy and Resources) http://www.bbc.co.uk/education/topics/zqf4d2p/resources/1 (Conservation)

	KS3 Geography Complete Study and Practice (with online edition) Publisher: CGP https://www.cgpbooks.co.uk/Student/books_ks3_geography.book_GHS33	KS3 Geography Complete Study and Practice (with online edition) Publisher: CGP https://www.cgpbooks.co.uk/Student/books_ks3_geography.book_GHS33	KS3 Geography Complete Study and Practice (with online edition) Publisher: CGP https://www.cgpbooks.co.uk/Student/books_ks3_geography.book_GHS33

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			
	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	The 20th Century This module will introduce the events to be studied in depth during Year 9. Based on the work of esteemed historian Eric Hobsbawm, students will be asked to consider what 'age' the century was. **The First World War** Students will be invited to study the 'Great War' from a global perspective. From battles on the Western Front to new countries in the Middle East, pupils will weigh up the significance of the first 'world' war.	**The Interwar Years** A variety of sources will be used to consider the nature of life in the interwar years. Major developments including women's suffrage, the Great Depression and the rise of political extremism will be studied. **The Second World War** The Second World War will be studied from the viewpoints of its main protagonists; Germany, China, the UK, USA and Japan. Pupils will explore the major campaigns and how they have been differently portrayed around the world.	**The Post War World** The final unit of KS3 history will examine the world after 1945. Was this an age of freedom- with improved civil rights and decolonisation- of horror- with genocides around the world- or rivalry between superpowers?
Recommended sites	http://www.historylearningsite.co.uk/ http://www.bbc.co.uk/education/subjects/zk26n39 http://www.historynet.com/		
Further Reading	Horrible Histories: Frightful First World War by Terry Deary Publisher: Scholastic.	Horrible Histories: Woeful Second World War by Terry Deary Publisher: Scholastic. The Second World War by Antony Beevor	Access to History: The Cold War by David Williamson Publisher: Hodder Education

	A Short History of the First World War by Dr Gary Sheffield Publisher: One World	Publisher: Orion	

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			
	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	COLLECTIONS: CABINET OF CURIOSITY Found Objects; A History of the world in 100 objects	**STILL LIFE: A SURREAL MEAL** Objects in disguise; wrapped up objects	**TERM 3** **STILL LIFE: CLUDO** Objects telling stories; murder mystery
	The BBC programme "A History of the world in 100 objects" is a way to explore the significance of objects in understanding human activity from prehistoric times. We also examine the desire to collect objects - the Victorians were avid Collectors and c19th Cabinets of Curiosity relate to this. We look at the concept of the Found object and the Ready-Made in Modern and Contemporary art. Skills and techniques are developed in sculpture this term, focusing on using clay pressure molds and plaster casting. Key artists include: Marcel Duchamp, Pablo Picasso,	The focus of this unit is Surrealism. Surrealists were inspired by analysis of dreams and the strange juxtaposition of unrelated objects that often occurs in our dreams. We explore this idea, and make drawings of wrapped up objects, inspired by Christo and Jeanne Claude, as well as researching and analysing the Surrealist movement. The main outcome will be in the medium of Printmaking in the form of lino prints of Surreal table settings. Key artists studied are: Magritte, Ernst, Dali, Miro, Oppenheim, Christo & Jeanne- Claude.	Students will understand the terms Iconography and Allegory: ways in which objects can used as symbols and tell stories. Objects can also tell us about the people who used them in History and also in the context of the crime scene. This leads us to explore how artists have communicated ideas, messages and meaning or narrative through images throughout history. Key art and artists include: c17th Dutch and Spanish art, focusing on the paintings of Steenwyck and the "memento mori" or "vanitas" still life. Research and analysis skills are applied and presented in sketchbook pages. Students will create their own still life using photography and then acrylic painting.

	Claes Oldenburg, Joseph Cornell, Lisa Milroy, Tony Cragg, Cornelia Parker and Rachel Whiteread.		
Recommended sites	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov	www.guggenheim.org www.newbritishartists.co.uk www.frithstreetgallery.com/artists/bio/corneliaparker http://christojeanneclaude.net/	www.nationalhgallery.org.uk www.british-museum.ac.uk/ www.nationalgallery.org.uk/paintings/harmen-steenwyck-still-life-an-allegory-of-the-vanities-of-human-life www.gagosian.com/artists/rachel-whitereadwww.michaelcraigmartin.co.uk

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Drama

Purpose of Study

'To hold a mirror up to Nature…'

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.

Aims

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.

Programme of Study

	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	The Salem Trials 1692 This exciting unit examines cause and consequence whilst considering the disturbing	**Protest- Using the stage as a political Platform** **Rosa Parks** This unit explores the catalysts for the Civil Rights Movement	**Exploration of Text** Students will explore a sophisticated modern play text in workshop sessions and focus on the development of character through

	historical events of the Salem witch trials. GCSE level strategies will be used in preparation for Year 10.The play 'Salem' by David Callcut offers a huge opportunity for choral work which can be developed using an exploration of Greek Theatre. *An engaging classroom playscript. In 1692, 19 people were executed for witchcraft. This play re-tells the Witch Trials by combining historical evidence with a imagination, and explores the build-up of hysteria in the village. It covers important issues of prejudice and peer pressure, gang mentality, suspicion and fear. A more accessible version of events,* ***Salem is ideal for preparation work for The Crucible****. It also acts as an interesting comparison text to Miller's play, placing emphasis on different events and characters. Activities will include work on, close text analysis, thematic study and dramatic expansion of techniques.*	through the eyes of Rosa Parks, a seamstress who was arrested when she refused to give up her seat on a Montgomery bus for a white person. Other examples of moral protest and political theatre practices are investigated. A look at the play **'Noughts and Crosses**' which creatively turns prejudice on its head, and allows students to think of the modern condition. The play **'The Colour of Justice'** based on the transcripts of the Stephen Lawrence inquiry can also be used, allowing the students to understand the technique of **Verbatim theatre**.	physical and vocal techniques. The examination of themes and issues will be conducted through discussion and evaluation. Extracts from texts such as 'Metamorphosis' and 'The Trial' by Berkoff allow for a further exploration of existentialism and Expressionism in the Theatre. The work of Frantic Assembly and Frantic Ignition can be explored. Workshops with the directors are available on www.youtube.com The workshops can be delivered in class.

	(For **MEA** students, the study of plays such as 'Girls like that by Placey and 'Our teacher is a Troll' by Dennis Kelly offer an ability to mould the text into their own as division of lines is up to the actors.		
Recommended sites	www.salemwitchtrials.com www.digitaltheatre.com	www.montgomerybusstrike.com	www.digitaltheatre.com
Further Reading	Salem Witch Trials-research 'The Crucible' Arthur Miller 'Vinegar Tom'	An Introduction to Brecht and Berkoff for MEA students is recommended in order to further develop their understanding of Practitioners. 'Hard to Swallow' Mark Wheeller Games for Actors and Non-Actors-Augusto Boal	'All About Theatre'-National Theatre Books 'Metamorphosis' 'The Dumb waiter' 'The Trial'

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Music

Purpose of Study

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.

Aims

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

- 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
	Reggae Students will study the origin, context and features of Reggae music	**Battle of the Bands Continued...** Students will study band instrumental skills (voice,	**Film Music** Students will explore all elements of how to create a film score. The will look at what a soundtrack is, an

	and will learn to perform a Reggae song by Bob Marley and will put together their own arrangement of it using Garage Band and Music Technology skills. **Battle of the Bands** Students will study band instrumental skills (voice, piano/keyboard, guitar and drum kit) and will learn to perform a song of their choice as a band.	piano/keyboard, guitar and drum kit) and will learn to perform a song of their choice as a band. **African Drumming** Students will study the origin, context and features of African music and will learn to perform authentic rhythms as an ensemble using djembe' techniques.	underscore, sound effects, storyboarding and how to produce a theme/motif. Students will create their own music for a given extract from a film using Garage Band and Music Technology skills.
Recommended sites	http://thereggaskas.com/useful-information/history-of-reggae/	https://www.youtube.com/watch?v=oOlDewpCfZQ http://www.african-drumming.com/african_drums.htm	https://www.youtube.com/watch?v=5rEVCFDj0JU
Further Reading	This is Reggae Music: The story of Jamaica's music by Lloyd Bradley Publisher: Grove Press	Drums for Dummies by Jeff Strong Publisher: For Dummies Djembe by Kaan Taprak Publisher: Haske	Film Music: A Very Short Introduction by Kathryn Kalinak Publisher: OUP USA

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
	TV and Films Students will cover a range of topics including TV programs, film reviews and likes and dislikes **Future plans**	**Health** Students will be able to talk about their eating habits expressing what is needed to lead a healthy life. **Once upon a time**	**Holidays** Students will be able to talk about their holidays and making arrangements.

	Students will look at jobs and future plans using a wide range of tenses.	Students will look at describing events in the past using the imperfect.	
Recommended sites	http://www.bbc.co.uk/education/subjects/French	www.languagesonline.org	www.languagesonline.org
Further Reading	Expo 3 Rouge Cahier d'exercice 3 rouge	Expo 3 Rouge Cahier d'exercice 3 rouge	Expo 3 Rouge Cahier d'exercice 3 rouge

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:

- 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**
	Self and family Students will deepen their understanding of this topic using a wide range of	**Home and abroad** Students will be talking about their homes and area where they live, expressing the good and the	**Education and employment** Students will deepen their understanding of the topic school and the world of work using a wide

	tenses and grammatical structures.	bad points of their neighbourhoods.	range of tenses and grammatical structures
Recommended sites	www.languagesonline.org www.linguascope.com Memrise	www.languagesonline.org www.linguascope.com Memrise	www.languagesonline.org www.linguascope.com Memrise
Further Reading	Spanish dictionary Specifications	Spanish dictionary Specifications	Spanish dictionary Specifications

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Computing

Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

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

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Programme of Study			
	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	Apps for Good An app development project where students will fully embed all of the Kings' Learner Behaviours in this exciting and innovative scheme of learning. Students will be calling upon entrepreneurial, business, creativity and team working skills as well as enhancing algorithm and software development skills. **Advanced Python Programming** Students will be building towards readiness for GCSE with a scheme of learning designed around programming using a textual language. Python programming will allow students to learn a text based programming language. Students will learn the basics of	**Understanding Data representation** Students will explore the ways in which a Computer Stores data. They will look at data types, binary and hexadecimal number systems as well as looking into the way in which images and audio are stored on a computer as well as data comp. This will help students to understand the basic in rediness for the more advanced Data Representation units for Computing. **Computational Thinking** Students will learn about the core concepts of Computer Science theory. Students will be studying algorithms, computer components and topics like binary numbers.	**Spreadsheets** Students learn the principles of creating and formatting basic spreadsheets to produce and use simple computer models. Students build on the basic knowledge of spreadsheets including cell references, simple formulae and formatting. Students learn different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income. The model is then extended to include "what if" scenarios. Spreadsheet features covered include SUM, MAX, IF and COUNTIF functions, cell naming for absolute referencing, conditional formatting, validation, charting and simple macros. **PhotoShop** Students will learn how to to use, adapt and create graphics using Adobe Photoshop. They will be studying how to use different tools to manipulate photos. Pupils will consider different techniques for customising and improving images.

	variables, constants, arrays, if statements and reading/writing to a file.		They will use graphics editing software to learn some of the more commonly used techniques in order to 'improve' the appearance various images.
Recommended sites	https://www.appsforgood.org/ https://pythonschool.net	http://www.bbc.co.uk/education/subjects/z34k7ty	http://www.bbc.co.uk/education/guides/zdydmp3/revision
Further Reading	Adventures in Raspberry PI by Carrie Ann Philbin Publisher: Wiley		

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Design and Technology

Purpose of Study

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 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 well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Programme of Study

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	Advanced sketching and presentation + Design and Make project	**Cooking and Nutrition Unit – Wild fitness**	**Advanced technical design project**

	Students continue to develop previous skills in the area of sketching and concept presentation. Progressing further with technical presentation and client communication is our focus for the start of this year including sectional drawing. This will lead into more student lead design challenges allowing for multi-material manufacturing and design. Students will be expected to use knowledge of structures/forces and functional design to provide working prototypes within the context of flat packed products. Our previous knowledge of CAD/CAM and various materials is applied within this design scenario. Our young designers will explore more complex manufacturing processes and joining techniques. There will be opportunities to build 3D CAD design	Students will explore the relationship between fitness and food. Using research and exploration including cultures to identify and understand user needs. Students will look at what we know of our evolutionary origins and what we observe in nature today and the impact that has on issues such as food allergies, diseases of affluence and current food trends. Students will cook and apply nutrition and healthy eating while developing their knowledge of the functions of ingredients and how the impact of a range of preparation and cooking methods affect the outcome. Students will continue to progress with a range of preparation and cooking techniques allowing them to select from and use wider more complex range of materials, components, ingredients taking into account their properties. Students will continue to progress with a wide range of cooking techniques e.g. selecting and preparing ingredients, using	Students will bring all their developing skills together in the design of a lighting solution and personalised design solution. Students will demonstrate their abilities to apply skills across all areas of the design process from analysis, research, idea creativity, development, manufacture and concept proposal to produce a complex and commercially viable solution to suit current market demands. All workshop equipment and technology will be available within this design project opening up new skill development opportunities. Our young designers will be expected to lead the project and explore model making as they develop their most comprehensive design folio to date. At the end of KS3 students will have the necessary array of skills to confidently undertake the challenges awaiting them in GCSE Design and Technology.

	skills resulting in 3D printed components/solutions within student's final design prototypes.	utensils and electrical equipment applying heat in different ways. They will develop a heightened awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting their own recipes. Students will use a variety of approaches to generate creative ideas and avoid stereotypical responses.	
Recommended sites	www.technologystudent.com http://3dmadeeasy.com	www.greatbritishchefs.com http://www.jamieoliver.com/ http://www.eatingwell.com/ www.nutrition.org.uk www.fitness.gov www.wildfitness.com	www.technologystudent.com http://www.bbc.co.uk/schools/gcsebitesize/design/
Further Reading	Google: • 3D printing in design • Industrial Plastic processes • Industrial Metal processes	Google: • Erwan Le Corre • Evolutionary food and fitness. • Diseases of affluence	Google: • Design movements • Lighting solutions • Product fashions and trends

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Physical Education

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The National Curriculum for physical education aims to ensure that all students:

- Develop competence to excel in a broad range of physical activities.
- Evaluate and improve their performance.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Programme of Study

	Autumn 1 & 2	**Spring 1 & 2**	**Summer 1 & 2**
	Pupils will continue to embed the physical development and skills learned in Year 8, become more competent, confident and expert in their techniques for a variety of different activities (listed below). They should understand what makes a	Pupils will continue to embed the physical development and skills learned in Year 8, become more competent, confident and expert in their techniques for a variety of different activities (listed below). They should understand what makes a physical performance effective, analysis of performance and apply these	Pupils will continue to embed the physical development and skills learned in Year 8, become more competent, confident and expert in their techniques for a variety of different activities (listed below). They should understand what makes a physical performance effective, analysis of performance and apply these principles to their

	physical performance effective, analysis of performance and apply these principles to their own and others' work. They should develop the confidence/leadership and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. HRF, Badminton, Football, Swimming, Dance and Sports Leaders.	principles to their own and others' work. They should develop the confidence/leadership and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. HRF, Badminton, Football, Swimming, Dance and Sports Leaders.	own and others' work. They should develop the confidence/leadership and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. HRF, Badminton, Football, Swimming, Dance and Sports Leaders.
Recommended sites	www.googleclassroom.com www.youtube.com http://www.bbc.co.uk/education/subjects/zdhs34j	www.googleclassroom.com www.youtube.com http://www.bbc.co.uk/education/subjects/zdhs34j	www.googleclassroom.com www.youtube.com http://www.bbc.co.uk/education/subjects/zdhs34j
Further Reading	PE Passport	PE Passport	PE Passport