Subject Overview

Year Group: 7

Subject: Science

Autumn Term
28th Aug—13th Oct

6 weeks

Introduction to Science

Statement of inquiry: To be a scientist means to gather evidence about similarity and differences in nature to understand how things are related

Key and related concepts: Relationships, Evidence,

Global Context: Identities and Relationships

ATL Skills Assessed: Social, self management and thinking

IB Learner Profile: Inquirers, thinkers, reflective

Language developed: keywords for topic

Reflection: Criterion B - Variables, Criterion A - socrative

Summative Assessment; Criteria A,B and C

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

10 weeks

Exploring materials and changes

Statement of Inquiry: Science enables us to change the form of matter into useful materials that can make the world a better place.

Key and related concepts: Change, Form & Transformation

Global Context: Fairness and development

ATL Skills Assessed: Thinking, subject specific

IB Learner Profile: Inquirers, knowledgeable

Language Development: keywords for unit

Reflection: Criterion B and Criterion D

Summative Assessment : Criteria A and D

Winter Holidays
11th Dec—2nd Jan

Internal Assessment
9th—19th Jan

6 weeks

(1 week to Assessments)

Exploring cells: structure and organization

Statement of Inquiry: By understanding the relationship between the necessities of life and the specialized forms and functions of living things, we can make decisions and take actions for healthier and more sustainable lifestyles

Key and related concepts: Relationships, Form and function

Global Context: Globalization and sustainability

ATL Skills: Communication, researcb

IB Learner Profile: risk taker

Reflection : criteria B and C

Summative Assessment : criteria B and C

Spring Term:2nd Jan—9th Feb

Mid Term: 12th Feb - 13th Feb

6 weeks

(Ramadan wb 11th Mar)

Exploring energy and efficiency

Statement of Inquiry: Students will understand that through controlling energy we can make changes happen that have an impact on the way people live now and in the future

Key and related concepts: Change and energy

Global Context: Globalisation and sustainability

ATL Skills Assessed: Research, self management

IB Learner Profile: communication, inquirers

Reflection: Criteria A

Summative Assessment: Criteria D

Spring Term:14th Feb—22nd Mar

5 weeks

Where do we fit in the world?

Statement of Inquiry: We have learnt about our place in the systems that affect life on Earth through looking beyond into space and making models

Key and related concepts: systems, Environment and Models

Global Context: Orientation in space and time

ATL Skills Assessed: subject specific, self management

IB Learner Profile: knowledgeable, open minded

Reflection: criteria A

Summative Assessment : criteria A and D

Summer Assessment (Y7–13)TBC

6 weeks

How can we study the living world?

Statement of Inquiry: Scientists have developed methods and tools to understand and maintain the interactions and that keep an ecosystem in balance

Key and related concepts: Systems, Balance and interactions

Global Context: Scientific and technical innovation

ATL Skills Assessed: self management, thinking

IB Learner Profile: open minded, caring, reflective

Reflection: criteria c

Summative Assessment : criteria D

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

Summer Term : 15th April—1st July

Subject Overview

Year Group: Year 8

Subject: Science

Autumn Term
28th Aug—13th Oct

6 weeks

Unit 1: Who are we?

As scientists understand the relationships between genes and inherited characteristics, we can use genetic patterns as evidence for identification of physical development and decision-making

GC: identities and relationships

Key concept and related: relationship, evidence and patters

ATL skills: self management, research, thinking

Learner profile: principled, balanced

No of weeks: 9 weeks

Assessments: Summative A and C

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

7 weeks

Unit 2 How do we map matter?

By changing matter we can identify patterns in properties that help us to make models and the models help us invent new kinds of material.

Global context: scientific and technical innovation

Key and related concepts: change, models and patterns

ATL: Research and Thinking

Assessments: B and D

No of weeks: 10

ATL : thinking, research, subject specific

Learner profile: knowledgeable and open-minded

Winter Holidays
11th Dec—2nd Jan

Internal Assessment
9th—19th Jan

Spring Term:2nd Jan—9th Feb

5 weeks

(1 week to Assessments)

Unit3: Where are we now?

Through making models of the world we have understood how place and time relate to motion and we have made the world seem a smaller place.

Key concepts and related: relationships, Models, Movement

GC: Orientation in space and time

Communication Research Thinking

Mid Term: 12th Feb - 13th Feb

5 weeks

(Ramadan wb 11th Mar)

ATL: communication, research, thinking

Learner profile: inquirers, risk takers, communication

Assessments criteria C

No of weeks: 6 weeks

Spring Term:14th Feb—22nd Mar

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

weeks

Unit 4 What does a wave tell us?

Understanding the relationships between different forms of wave energy helps us to better communicate and express our thoughts using analysis and argument.

GC: Personal and cultural expression

Key concepts and related: Relationships, Energy, Form

ATL skills: Thinking, social and subject specific

Learner profiles: thinkers, knowledgeable

Assessment summative C

No of weeks: 8

Summer Assessment (Y7–13)

TBC

weeks

Unit 5 How does our planet work?

Modelling interactions between Earth's systems allows us to understand patterns that we can use to improve the impact of decision making on human kind and the environment.

GC: Globalization and sustainability

Key and related concepts: Systems, Models, Patterns

ATL skills: Thinking

Learner profile: thinkers, reflective, caring

No of weeks: 6

Assessments: A, B and D

Summer Term : 15th April—1st July

Subject Overview

Year Group: Year 9

Subject: Science

Autumn Term
28th Aug—13th Oct

6 weeks

Energy

Statement of Inquiry: Machines have revolutionized life by making it easier to change energy from stored forms to movement and back again

Key and related concepts: Change, Energy and form

Global Context : Scientific and technical innovation

ATL Skills Assessed: communication, thinking, subject specific

IB Learner Profile ; Inquirers, thinkers, reflective

Language Development : Key words for the unit

No. of Weeks 6

Reflection formative C

Summative Assessment Criteria A and C

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

7 weeks

How do our bodies work

Statement of Inquiry: By understanding how our body systems function, people can learn to make decisions for balanced and healthy lifestyles

Key and related concepts: System, balance, function

Global Context : Personal and cultural expression

ATL Skills Assessed: communication, research, thinking

IB Learner Profile ; open minded, reflective, thinker

Language Development : Key words for the unit

No. of Weeks : 11

Summative Assessment: Summative A and D

Winter Holidays
11th Dec—2nd Jan

Internal Assessment
9th—19th Jan

5 weeks

(1 week to Assessments)

Natural World and Resources

Statement of Inquiry: The environment changes as a consequence of how we develop and mange natural resources around the world.

Key and related concepts: Change, Environment and consequences

Global Context : Fairness and development

ATL Skills Assessed: transfer, creative thinking, Information literacy

IB Learner Profile ; open minded, caring, principled

Language Development : Key words for the unit, practicing writing letters

No. of Weeks 4

Formative Criteria c

Summative Assessment: d

Spring Term:2nd Jan—9th Feb

Mid Term: 12th Feb - 13th Feb

5 weeks

(Ramadan wb 11th Mar)

Food digestion

Statement of Inquiry: Students will understand that our internal systems can become imbalanced through an inquiry into the consequences of our lifestyle choices

Key and related concepts: Relationships, consequence and function

Global Context : Scientific and technical innovation

ATL Skills Assessed: subject specific, thinking

IB Learner Profile ; Inquirers, thinkers, reflective

Language Development : Key words for the unit

No. of Weeks 8

Formative Criteria B and Summative Assessment: B and C

Spring Term:14th Feb—22nd Mar

5 weeks

Plants and Photosynthesis

Statement of Inquiry: Plant systems can produce food through a process of energy transformation while also modifying human impact on the environment.

Key and related concepts: Relationships, energy, Transformation

Global Context : Globalization and sustainability

ATL Skills Assessed: reflective, communicator

IB Learner Profile Inquirer, thinker

Language Development : Key words for the unit

No. of Weeks : 5

Summative Assessment: Formative Criteria B and C, Summative B and C

Summer Assessment (Y7–13)

TBC

weeks

Magnetism and Electricity

Statement of Inquiry: Electrical and magnetism forces fill space as fields; understanding their form and relationships allow us to transform energy in useful ways.

Key and related concepts: Relationships, form, balance

Global Context : Orientation in space and time

ATL Skills Assessed: thinking, information literacy, transfer

IB Learner Profile ; Risk Taker, Inquirer

Language Development : Key words for the unit

No. of Weeks : 5

Summative Assessment: Formative Criteria A, Summative B

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

Summer Term : 15th April—1st July

Subject Overview

Year Group: **Year 10**

Subject: **Biology**

Autumn Term
28th Aug—13th Oct

6 weeks

Unit 1—Ecology

Statement of Inquiry—As a result of the choices that humans make, the environment has undergone and will continue to undergo change. Humans have the ability to understand the consequences of their actions and to act to restore balance in ecosystems and work towards a sustainable future.

Key and related concepts - systems , Balance, Function

Global Context—Globalisation & Sustainability

ATL Skills Assessed—Critical thinking; Organisation; Collaboration; Reflective; Creative Thinking & Communication

IB Learner Profile—caring & balanced

Language Development—Basic & Advanced

No. of Weeks-9 weeks

Reflection (format/timeframe) — at the end of the Unit

Summative Assessment (format/timeframe) - 5th to 6th week—Criterion A & B

Ecology will continue for 4 more weeks after the MID-TERM break

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

7 weeks

Unit 2—Cells & The Nature & Variety of Living Organisms

Statement of Inquiry—Identities are determined by the relationships between different levels of organisation in the body that differ in complexity but share patterns and functions with all life on Earth.

Key and related concepts: Relationships ,Patterns, Function

Global Context—Identities & Relationships

ATL Skills Assessed—Critical thinking; Creative Thinking, Organisation; Transfer & Collaboration

IB Learner Profile—Thinkers

Language Development—Basic & Advanced

No. of Weeks– 8 weeks

Reflection (format/timeframe) — at the end of the Unit

Summative Assessment (format/timeframe) - Unit 1—Criterion A Summative; Criteria B and C—task on Air pollution

Winter Holidays
11th Dec—2nd Jan

Internal Assessment
9th—19th Jan

5 weeks
(1 week to Assessments)

Unit 2 finishes in Term 2 (4 weeks)

Unit 3 — Membrane Transport & Biological Molecules

Statement of Inquiry— ***Systems*** in living organisms transfer ***energy*** and nutrients from the ***environment*** to cells, where they are used to maintain the ***balance*** of life.

Key and related concepts: Systems, balance,energy

Global Context—Scientific & Technical Innovation

ATL Skills Assessed—Critical thinking; Creative Thinking, Communication, Information Literacy, Transfer & Collaboration

Spring Term:2nd Jan—9th Feb

Mid Term: 12th Feb - 13th Feb

5 weeks
(Ramadan wb 11th Mar)

Unit 3 — Membrane Transport & Biological Molecules

IB Learner Profile—Thinkers

Language Development—Basic & Advanced

No. of Weeks – 8 weeks

Reflection (format/timeframe) — at the end of the Unit

Summative Assessment (format/timeframe) - Criterion D Task on Conservation—Cross-Curricular Link between Unit 1 & 2; Criterion A - Unit 2 Summative;

Spring Term:14th Feb—22nd Mar

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

Summer Term : 15th April—1st July

weeks

Unit 5 — Human Physiology respiration and breathing

Systems in living organisms transfer energy from the environment to cells, where they are used to maintain the balance of life.

GC: personal and cultural expression

Key and related: systems, balance, energy

ATL: communication, social, self management

Learner profile: thinker, knowledgeable

Assessment: summative A and D

No of weeks: 4

Summer Assessment (Y7–13)

TBC

weeks

Unit 3 finishes in Term 2 (1st two weeks)

Unit 4 — Human Physiology digestion and enzymes

Statement of Inquiry— Students will understand that our internal systems can become imbalanced through an inquiry into the consequences of our lifestyle choices.

Key and related concepts: Systems, Balance & Consequences

Global Context—Personal & Cultural Expression

ATL: communication, self management, research

Learner profiles: inquirers, thinkers, reflective and risk taker

No of weeks: 7

Assessment : summative D

Subject Overview

Year Group: year 10

Subject: Chemistry

Autumn Term
28th Aug—13th Oct

6 weeks

Unit 1:What is matter?

Statement of Inquiry:When matter changes we observe similarities and differences that help us build models to explain underlying relationships.

Key and related concepts: Change,Models

ATL Skills:Communicaion,self management,creative thinking

Global context :Identities and relationships

ATL skills: communication, thinking, self management

IB Learner profile: Inquirers,open minded

Language development: Word games, keywords

No of weeks:6

Summative A and D

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

7 weeks

Unit 2 How do we use matter?

Statement of Inquiry: Changing conditions for matter has allowed us to make attractive products that express who we are and where we are from.

Key and related concepts: change,conditions,model

ATL Skills:communication,subject specific skills

Global context :Personal and cultural expressions

IB Learner profile :Thinkers,communicators

Language development:

Sentence starters,research

Summative B and C

Winter Holidays
11th Dec—2nd Jan

5 weeks
(1 week to Assessments)

Internal Assessment (9th—19th Jan)

Unit 3:How do we map matter?

Statement of inquiry:Scientific and technological innovation has allowed us to identify patterns in the properties of chemical elements and so build systems to classify them.

Key and related concepts: Systems ,patterns

ATL skills: Communication,self management,crtitical thinking

Global context: Scientific and technical innovation

Ib learner profile: Reflective

Language development: Research,reading articles,keywords

Summative A and D

Spring Term:2nd Jan—9th Feb

Mid Term: 12th Feb - 13th Feb

5 weeks
(Ramadan wb 11th Mar)

Unit 4:How do atoms bond?

Statement of inquiry : Chemical and physical properties provide evidence of the relationships both between and within atoms.

Key and related concepts: Relationships,evidence

ATL skills: Reasearch,subject specific skills

Global context: Identities and relationships

IB learner profile :Knowledgeable,thinkers

Language development: Word games, keywords,research

Summative A and D

Spring Term:14th Feb—22nd Mar

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

4 weeks

Unit 6:What determines chemical change?

Statement of inquiry : Physical and chemical changes require the transfer of kinetic energy between particles of matter over time, affecting the space they occupy.

Key and related concepts: Change,relationships,energy

ATL skills: Research,self management,communication

Global context: Orientation in space and time

IB learner profile :Inquirers,knowedgeable

Language development: Word games, keywords,research

Summative A and C

Summer Assessment (Y7–13)

4 weeks

Unit 5:What are the impacts of chemical industry?

Statement of inquiry : The chemical industry has brought change that affects global interactions with positive and negative environmental impacts.

Key and related concepts: Change,interaction

ATL skills: Collaboration,reasearch,critical thinking

Global context: Globalization and sustainabilty

IB learner profile :Thinkers

Language development: Word games, keywords,research

Summative B and C

Summer Term : 15th April—1st July

Subject Overview

Year Group: Year 10

Subject: Physics

Autumn Term 28th Aug—13th Oct (6 weeks)

Unit1 Making measurements

We understand our own relationship to the universe when we identify patterns at different scale

GC: identities and relationships

Key and related concepts: Relationships Evidence, Patterns

ATL skills: Research Thinking

Learner profile: inquirers, thinkers, knowledgeable

Language Development: Students will get familiar with important scientific notations and prefixes.
Going from smallest scale (nano, micro...) up to the largest scale (kilo, mega..)

4 weeks

Summative A - Assessprep

Mid Term: 16th Oct—18th Oct

Autumn Term 19th Oct—8th Dec (7 weeks)

Unit 2 Forces and motion

Through the exploration of interactions between forces, students will investigate the relationship between force and motion, discovering how this fundamental connection drives both movement and various real-world applications

GC: Scientific and technical innovation

Key concepts: Relationships Interaction, Movement

ATL skills: Communication Research Thinking

Learner profile: principled, reflective, thinkers

Language Development: Writing Assignments Assign various types of writing tasks, such as essays, research papers, lab reports, and presentations on motion of a moving body. Provide writing prompts that require students to explain complex processes and concepts in their own words.

9 Weeks

Criteria A and D

Winter Holidays 11th Dec—2nd Jan

Internal Assessment 9th—19th Jan

Spring Term:2nd Jan—9th Feb

5 weeks (1 week to Assessments)

Unit 3: Forces and Effect

How do forces within systems shape the form and function of objects and their interactions, and how can we understand and manipulate these relationships in the realm of physics?

Key and related concepts: Systems , Form, Function

GC: Scientific and technical innovation

ATL skills: Affective skills Research, Subject specific skills, knowledge and understandings

Learner profile: principled, reflective, thinkers

Mid Term: 12th Feb - 13th Feb

5 weeks (Ramadan wb 11th Mar)

Spring Term:14th Feb—22nd Mar

Language Development: Language Support for ELL Students: Provide additional support for English Language Learners (ELLs) by offering simplified readings, glossaries, and opportunities for language development in a supportive environment.

Vocabulary Quizzes and Activities: Conduct vocabulary quizzes and activities to reinforce the understanding and application of scientific terms related to the forces..

9 weeks

Summative A, B, C, D

Spring Holidays 25th March—5th Apr
Eid Holiday 9th Apr—15th Apr

Summer Term : 15th April—1st July (6 weeks)

Unit 5 How can we communicate?

New global relationships have become possible as humanity has learned to communicate through energy transferred as wave motion

GC: Personal and cultural expression

Key and related concepts: Relationships, Energy, Movement

Language Development: SEN and EAL students will be provided with prompts, sentence starters and a list of keywords and definitions to allow them to access new terminology during lessons.

ATL skills: communication, social self mamagement

Learner profile: open-minded, communicators

Criteria B and C—AssessPrep

No of weeks: 8

Summer Assessment (Y7–13)

TBC

Unit 4 Energy and energy production

Human life has been completely changed and developed through the use of machines that are created to transform energy and do useful work.

GC: Fairness and development

Key and related concepts: Change Energy, Transformation

ATL skills: social, research

Learner profile: reflective

Language Development: Group Discussions and Debates: Organize group discussions and debates on topics related to the forces and motion , encouraging students to express their thoughts, argue their positions, and defend their viewpoints.

Criteria D -Assessprep

No of weeks: 8

Subject Overview

Year

Group: 11

Subject: Biology

Autumn Term
28th Aug—13th Oct

Unit 5 — Human Physiology respiration and breathing

Systems in living organisms transfer energy from the environment to cells, where they are used to maintain the balance of life.

GC: personal and cultural expression

Key and related: systems, balance, energy

ATL: communication, social, self management

Learner profile: thinker, knowledgeable

Assessment: summative A and D

No of weeks: 4

6 weeks

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

Unit 6– Plant Physiology

Statement of Inquiry– Complex organisms exhibit complex forms and need many interactive systems to work together.

Key and related concept : Systems, form, function

Global Context– Scientific and technical innovation.

ATL Skills Assessed– Critical thinking skills, communication

IB Learner Profile– caring, reflective, communication, balanced

Summative Assessment– Criterions A,B and C, D summative on assess prep mock exams

No of weeks: 3

7 weeks

Year 11 Mocks
November (TBC)

Winter Holidays
11th Dec—2nd Jan

5 weeks
(1 week to Assessments)

Unit 7 reproduction and inheritance

Patterns in Inheritance cause organisms to transform & this is then evident in the offsprings produced.

GC: fairness and development

Key and related concepts: change, patterns, transform

ATL skills: Self management, thinking, communication

Learner profiles: inquirers, reflective, communication

Assessments : A and D

No of weeks: 8

Spring Term:2nd Jan—9th Feb

5 weeks
(Ramadan wb 11th Mar)

Mid Term: 12th Feb - 13th Feb

Unit 8– Homeostasis and coordination

Statement of Inquiry– Your body has different approaches to maintain the internal conditions

Key and related concept– change, balance, movement

Global Context– Identity and relationships

ATL Skills Assessed– Critical thinking skills, communication

IB Learner Profile– principled, caring, knowledgeable, thinkers

Summative Assessment– Criterion A, B, C and D summative on assessprep

No of weeks: 6

Spring Term:14th Feb—22nd March

weeks

Pre-DP program for year 11

E-assessment for year 11 commence

weeks

Unit 9– Evolution and variation

Statement of Inquiry– Species change over time through interactions with their environment: the evolution of humans has impacted global biodiversity in ways that may not be sustainable.

Key and related concept- change, environment, interactions

Global Context– Orientation is space and time

ATL Skills Assessed– Critical thinking skills, communication, research

IB Learner Profile– Reflective, communication, inquirers

Assessment– Formative options Criterion A, B, C and D and summative A on assess prep'

No of weeks: 5

Summer Term : 15th April—1st July

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

Subject Overview

Year Group: year 11

Subject: Chemistry

Autumn Term
28th Aug—13th Oct

6 weeks

Unit 7-ATomic structure and isotopes

Statement of Inquiry:Evidence from physical properties such as masses of nuclei has helped to elaborate our systems for classifying matter and explained the distribution of elements on Earth and elsewhere in the universe.

Key and related concepts: Systems ,evidence

ATL Skills:Communicaion,critical thinking ,creative thinking

Global context :Orientation in space and time

IB Learner profile: Risk takers,inquirers

Language development: using keywords

Language development:sentence starters, research

Unit 11:Chemical systems

Statement of inquiry:Change in the balance called chemical equilibrium is affected by the collisions of particles in space and time.

Key and related concepts: Change,balance,transformation

ATL skills: Communication,research,crtitical thinking

Global context: Orientation in space and time

Ib learner profile: Inquirer,reflective

Language development: Research,reading articles,keywords

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

7 weeks

Unit 9 The atmosphere

Statement of Inquiry: Balancing the chemical inputs and outputs of Earth's systems is a prerequisite to sustain an environment that is hospitable to human life.

Key and related concepts:change,identity,movement,transfer

ATL Skills:communication,research

Global context :Globalization and sustainabilty

IB Learner profile :Inquirers,carers

Language development:sentence starters, research

Unit 10:How can our energy resources be accessed fairly?

Statement of inquiry:Exploring the fairness of resource allocation and its consequences in terms of energy usage and environmental change challenges us to assess equitable solutions for a sustainable future.

Key and related concepts: Change,energy,consequences

ATL skills :Research,thinking

Global contect :Fairness and development

IB learner profile :Inquirers,knowledgeable

Language development: Reading articles

Winter Holidays
11th Dec—2nd Jan

5 weeks
(1 week to Assessments)

Internal Assessment (9th—19th Jan)

Unit 8 why do electrons matter?Statement of Inquiry: Investigating the identities, relationships, and movements of atoms during oxidation and reduction reactions to understand how electron transfer and chemical interactions drive fundamental changes in matter."

Key and related concept:change,identity,movement,transfer

ATL Skills:communication,self management

Global context :identities and relationships!

IB Learner profile :thinkers

Spring Term:2nd Jan—9th Feb

5 weeks
(Ramadan wb 11th Mar)

Mid Term: 12th Feb - 13th Feb

Unit 12:Does organic chemistry mean we can make any substance we want?

Statement of inquiry : The versatile bonding of carbon atoms has allowed humanity to invent systems of molecules of various forms to fulfil different functions.

Key and related concepts: Systems,form,function

ATL skills: Self management, communication,critical thinking

Global context: Scientific and technical innovation

IB learner profile :Thinkers,communicators

Language development: Word games, keywords,research

Spring Term:14th Feb—22nd Mar

4 weeks

Summer Assessment (Y7–13)

4 weeks

Year 11 revision and study leave

Summer Term : 15th April—1st July

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

Subject Overview

Year Group: Year 11

Subject: Physics

Autumn Term
28th Aug—13th Oct

6 weeks

Unit 6 Useful energy

Human life has been completely changed and developed through the use of machines that are created to transform energy from one form to another.

Key and related concepts: Change Energy, Form, Transformation

GC: Fairness and development

ATL skills: Communication, Thinking, Creative thinking skill

Learner profile: Inquirers, Knowledgeable

Language Development: Group Discussions and Debates: Organize group discussions and debates on topics related to the digestive system, encouraging students to express their thoughts, argue their positions, and defend their viewpoints.

4 weeks

Summative A,B,C - Assessprep

Mid Term: 16th Oct—18th Oct

Autumn Term
19th Oct—8th Dec

7 weeks

Unit 7 Electricity

Scientific and technical innovation in the development and modelling of electrical systems has not only defined the modern world but also harnessed energy in ways that pave the way for new futures to become possible.

Key and related concepts: Systems Energy, Models

GC: Scientific and technical innovation

ATL skills: Self-management, Reflection skills, Research

Learner profile: Inquirers, Knowledgeable , Thinkers

Language Development: Using information from the animation and your wider MYP studies, discuss and evaluate the use of a small-scale solar electrical power supply to solve the problem. Visual Aids and Diagrams: Incorporate visual aids and diagrams to help students visualize. Ask students to label and describe these visuals, reinforcing their ability to convey information.

9 Weeks—

Criteria D

Winter Holidays
11th Dec—2nd Jan

5 weeks
(1 week to Assessments)

Unit 8: Magnetism and Electromagnetism

Exploring the practical applications of magnetism and electricity, while analyzing real-world patterns and evidence, allows us to identify interactions, predict relationships, and work towards fairness and sustainable development. .

Key and related concepts: Relationships Evidence, Interaction, Patterns

GC: Fairness and development

ATL skills: Research, Thinking, Subject specific skills

Learner profile: Open minded, risk taker

Language Development: Writing Assignments Assign various types of writing tasks, such as essays, research papers, lab reports, and presentations on construction of transformer. Provide writing prompts that require students to explain complex processes and concepts in their own words.

5 weeks

Criteria A, B, C—Lab report

Spring Term:2nd Jan—9th Feb

Mid Term: 12th Feb - 13th Feb

5 weeks
(Ramadan wb 11th Mar)

Unit 9 Radioactivity

Understanding how to control nuclear changes not only reveals how matter can function in new ways but also enables us to harness vast quantities of energy, with global consequences that span both positive and negative aspects, impacting both globalization and sustainability

Key and related concepts: Change Consequences, Energy, Function

GC: Globalization and sustainability

ATL skills: Communication Social Research

Learner profile: Inquirer, Knowledgeable, Reflective

Language Development: Write a script for an online documentary. Provide writing prompts that require students to explain complex processes and concepts in their own words.

5 weeks

Criteria A and D—Write a script for an online documentary

Spring Term:14th Feb—22nd Mar

weeks

Summer Assessment (Y7–13)

TBC

weeks

Unit 10 Space

Through the accumulation of evidence, we broaden our comprehension of the interconnections shaping our cosmic models, redefining our position in the vast expanse of space and time.

Key and related concepts: Relationships, Models, Evidence

GC: Orientation in space and time

ATL skills: Social ,Self-management , Research

Learner profile: Inquirer, Knowledgeable, Reflective

Language Development: 1. Vocabulary Development:

Introduce and reinforce scientific and medical terminology related to space. This will expand students' specialized vocabulary.

Provide context for new terms and encourage students to use them in their discussions and writing.

2. Reading Comprehension: Assign readings, articles, or textbooks related to the digestive system. These texts can vary in complexity based on grade level.

Encourage active reading strategies, such as highlighting key information and taking notes, to improve comprehension.

Criteria A

3 weeks

Spring Holidays
25th March—5th Apr
Eid Holiday
9th Apr—15th Apr

Summer Term : 15th April—1st July