Title of Unit: How might stickers help a good cause? **Statement of Inquiry** The products we own communicate a lot about our beliefs and values **Key Concepts -> Communication** Related Concepts -> Innovation **Global Context** Personal and Cultural expression ATL Skills Assessed -> Transfer+ Communication + Information literacy + Critical thinking + Creative thinking IB Learner Profile -> Caring **Language Development** Incorporating techniques such as utilizing relevant command terms and refining communication skills during the presentation of work will significantly enhance students' Mid Term: 16th Oct—18th Oct No. of Weeks: 11 Reflection (format/timeframe) In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term, incorporating both peer and teacher feedback. **Summative Assessment:** At the term's end, there will be a Design Exhibition. Students will display their digital skills, how they relate to product design, and discuss their use of the design cycle and SDGs to improve. Teachers will also meet the reporting requirements. 11th Dec—2nd Jan

Subject Overview



Year Group: 7

Subject: MYP Design

Language Development Incorporating techniques such as Vocabulary Building, use of command terms and refining communication skills during the presentation of work will significantly enhance students' language development. No. of Weeks:

Reflection (format/timeframe)

Throughout the unit, students will engage in regular reflections on their design process, challenges faced, and the connections between their designs and environmental impact.

Summative Assessment (format/ timeframe)

Through the MYP Design Cycle, students will document research on local bird species, formulate a bird feeder design with a rationale. present their design process, and produce prototype diagrams and or model of the bird feeder, addressing each of the MYP design criteria

Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

TBC

Topic: Bird Feeder Statement of Inquiry

Statement of Inquiry: The products we own communicate a lot about our beliefs and values Key Concepts -> development + System and Communication

Related Concepts -> Sustainability

System + Intertextuality + Audience imperative **Global Context**

Identities and Relationship

ATL Skills Assessed

Research + Communication + Collaboration IB Learner Profile -> Thinker + Inquirer

(Ramadan wb 11th Mar)

5 weeks

Language Development Incorporating techniques such as utilizing relevant command terms and refining communication will significantly enhance students' language development

In their written reflections, students will contemplate their ATL skills introspection regarding their work throughout the term, incorporating

Students will demonstrate their growth in digital skills, addressing each of the four criteria

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

(1 week to Assessments)

5 weeks

individuals can influence their peers, promoting awareness and advocating for the Sustainable Development Goals (SDGs).

IB Learner Profile -> Communicator & Principled

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

Jan

Topic: Voices of Change Statement of Inquiry

Through effective communication and design, young

Key Concept -> Communication Related concepts -> Innovation

Global Context -> Globalization and Sustainability

ATL Skills Assessed

Communication and thinking

Mid Term:

No. of Weeks: 9

Reflection (format/timeframe)

twice and the Learner Profile once. Additionally, they will engage in both peer and teacher feedback.

Summative Assessment (format/timeframe)

Internal Assessment

Winter Holidays

Title of Unit: Bird Feeder **Statement of Inquiry** The products we own communicate a lot about our beliefs and values Key Concepts -> Innovation, Development, System. Communication Related Concepts -> Sustainability **Global Context** Identities and Relationship ATL Skills Assessed -> Research + Communication + Collaboration + Critical Thinking IB Learner Profile -> Thinker Inquirer **Language Development** Incorporating techniques such as Vocabulary Building, use of command terms and refining communication skills during the presentation of work will significantly enhance students' language development. No. of Weeks: 11 Mid Term: 16th Oct—18th Oct Reflection -> Throughout the unit, students will write reflections on their design journey, including challenges and the environmental impact. They will twice consider their ATL skills, explore the Learner Profile attributes once, and introspect on their term's work, integrating peer and teacher feed--8th back. Summative Assessment -> Utilizing the MYP Design Cycle, students will research local bird species, devise and rationalize a bird feeder design, and exhibit their process. They will craft prototype diagrams or models for an exhibition, showcasing their work and meeting all MYP design criteria in the exhibition display

Subject Overview



Year Group: 8

Subject: MYP Design

5 weeks

(1 week to Assessments)

In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term, incorporating both peer and teacher feedback.

use digital tools to research, design, and refine their social media posts, emphasizing their significance

25th March—5th Apr **Eid Holiday** 9th Apr-15th Apr

Topic :Technolnnovate

Statement of Inquiry

Exploring the integration of Microbit kits and AI technologies to create innovative solutions and experiences

Key Concept -> Function Related concepts -> Innovation

Internal Assessment

Winter Holidays

11th Dec—2nd Jan

Jan

Global Context -> Scientific and Technical Innovation ATL Skills Assessed

Communication and thinking

IB Learner Profile -> Communicator & Principled Language Development Incorporating techniques such as utilizing relevant command terms and refining communication

Term: Mid

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

5 weeks

(Ramadan wb 11th Mar)

No. of Weeks: 5 Reflection (format/timeframe)

Summative Assessment: Using the MYP Design Cycle—covering Criteria A to D—students will **Spring Holidays**

Reflection (format/timeframe) In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term,

Incorporating techniques such as Vocabulary Building, use of com-

mand terms and refining communication skills during the presentation

of work will significantly enhance students' language development.

Language Development

No. of Weeks: 6

Summative Assessment: For the summative assessment, students will produce short documentaries addressing the issue and its solutions, utilizing all the specified criteria.

incorporating both peer and teacher feedback.

Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

TBC

Topic: Transformation Through Film Statement of Inquiry -> Exploring how the creation of a 3-minute film can transform societal perspectives on climate change and its impact on the UAE.

Key Concepts -> Communication Related Concepts -> Representation, Per-

Global Context -> Globalization and Sustainability

ATL Skills Assessed -> Research + Communication + Thinking

Subject Overview Title of Unit: How can we design products to support someone with limited mobility? Statement of Inquiry -> Creating innovative products, especially designed for an individual's need, Language Development -> . Through the can help lessen inequalities use of MYP command terms, persuasive Key Concepts -> Development language, and descriptive language Related Concepts -> Function No. of Weeks: **Global Context** Reflection (format/timeframe) Fairness and development Reflective Journals / Presentation ATL Skills Assessed -> Communication + Collabo-Summative Assessment (format/ ration + Organization + Information Literacy + timeframe) Critical and Creative thinking IB Learner Profile -> Caring Prototypes/Drawings—highlighting the Language Development development and learning centered on Incorporating techniques such as Vocabulary SDGs while encompassing all design criteria. Building, use of command terms and refining communication skills during the presentation of work will significantly enhance students' language development. No. of Weeks: 11 Mid Term: 16th Oct—18th Oct Summer Assessment (Y7-13) Year Group: 9 Reflection -> In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Addi-Subject: MYP Design tionally, they will engage in introspection Topic: Sustainable packaging Designs regarding their work throughout the term, Statement of Inquiry -> In a rapidly globalizing world, sustainability and innovation can converge incorporating both peer and teacher feedto inspire communities and promote ecoconsciousness through practical, consumer-**Summative Assessment -> The Summative** centered solutions. Assessment will take the form of a Design Key Concepts -> Innovation + Sustainability Exhibition towards the end of the term. Related Concepts -> Community engagement During this exhibition, students will discuss Global Context -> Globalization and Sustainability their journey in developing digital skills and ATL Skills Assessed -> Critical + Collaboration + Communication + Creativity + Transfer how these skills contribute to the process of 5 weeks 5 weeks IB Learner Profile -> Thinker + Caring + Reflective product design. (1 week to Assessments) (Ramadan wb 11th Mar) Topic: Technolnnovate around Al Language Development No. of Weeks: 10 Statement of Inquiry -> How does the innovation in artificial intelligence (AI) technology influence global Internal Assessment industries, societies, and individuals, and what are the Reflection (format/timeframe) Journal / Presentation implications for future developments? Key Concept -> Innovation Related concepts -> Systems, Relationships, Conse-Summative Assessment (format/timeframe) Winter Holidays

11th Dec—2nd Jan

quences, Interaction, Patterns,

Global Context -> Scientific and technical innovation ATL Skills Assessed -> Research + Critical + Communication + Self management + Information Literacy IB Learner Profile -> Inquirer + Knowledgeable + Think-

Mid Term:

er + Communicator

Students will choose a sub-topic on AI innovation and craft a report or presentation highlighting its importance and prospective consequences, utilizing all MYP design cycle criteria.

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

TBC

Summer Term: 15th April—1st July

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

TBC

Subject Overview Title of Unit: How can access to artificial light improve lives? Statement of Inquiry -> Increase access to certain resources and commodities can have a huge impact on how communities develop **Language Development:** The development Key Concepts -> Development of linguistic skills, vocabulary, and structures Related Concepts -> Resources required to communicate effectively on the Global Context -> Globalization and Sustainability radio. Radio Jockeys (RJs) often have a unique style and vocabulary that sets them ATL Skills Assessed -> Communication, Collaboration, Critical, Creative thinking apart. IB Learner Profile -> Inquirer No. of Weeks: 6 Language Development -> Incorporating tech-Reflection (format/timeframe) niques such as utilizing relevant command terms and refining communication skills during the presentation of work will significantly enhance Summative Assessment (format/ students' language development timeframe) No. of Weeks: 11 Students are required to conceptualize, script, and then broadcast a 3minute radio segment using the skills and concepts they've acquired during the course. Additionally, students will submit a written report that elaborates on the creation process. Mid Term: 16th Oct—18th Oct Summer Assessment (Y7–13) Year Group: 10 Reflection -> In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Addi-Subject: MYP Design tionally, they will engage in introspection Topic: "Waves of Expression: Crafting Radio Shows regarding their work throughout the term, and the Art of Becoming Radio Jockeys" Statement of Inquiry -> Exploring how the creaincorporating both peer and teacher feedtion of radio shows enhances communication back. 9th Oct—8th effectiveness, promoting connections across Summative Assessment -> diverse audiences. Key Concepts -> Communication Related Concepts -> Function , Connection Global Context -> Personal and Cultural Expres-ATL Skills Assessed -> Communication, Social and 5 weeks 5 weeks Self Management skills IB Learner Profile -> Communicator, Reflective and Open Minded (1 week to Assessments) (Ramadan wb 11th Mar) Topic: Transforming Spaces: Redesigning School Facilities for Function and Innovation Language Development -> students will enhance their architectural Statement of Inquiry -> Investigating how redesigning and design vocabulary, engage in peer discussions to refine verbal Internal Assessment an existing school facility challenges students to apply articulation of their ideas, and craft written proposals to communicate design principles, innovation, and sustainability considtheir design intentions effectively. **Spring Holidays** erations to create functional and user-centric spaces 25th March—5th Apr Key Concept -> Change Reflection: In their reflections, students will evaluate their ATL skills Winter Holidays Related concepts -> Function, Form and ConnectionRetwice and the Learner Profile once, integrating feedback from peers, **Eid Holiday** 11th Dec—2nd Jan teachers, and their term's work. sources Global Context -> Identities and Relationships 9th Apr-15th Apr ATL Skills Assessed -> Communication, Thinking, Self-**Summative Assessment:** Students will redesign an area of the school by employing design IB Learner Profile -> Inquirer, Thinker and Principled principles, innovation, and sustainability. This project will culminate in

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

a presentation detailing their process and the functional, user-centric

	Title of Unit: Designing for dignity Statement of Inquiry: Helping others navi-	Subject Overview	
Autumn Term 28th Aug—13th Oct	gate challenges can foster a sense of dignity. Key Concepts: Development Related Concepts: Function Global Context: Identities and relationships ATL Skills Assessed: Organisational skills, Information Literacy skills, Creative and Critical thinking skills IB Learner Profile -> Inquirer Language Development -> Incorporating techniques such as utilizing relevant command terms and refining communication skills during the presentation of work will significantly enhance students' language development Summative Assessment: Criterion A and B Mid Term: 16th Oct—18th Oct	STANDER CONTRACTOR OF THE STAND	E assessment exam continues till end of May 2023 June 2023: Level up lessons for year 12 DP Summer Assessment (Y7–13)
Autumn Term 19th Oct—8th Dec	Students continue to work on Project-1 till end of October 2023. First week of November: EPortfolio project starts and continue till December 2023 Summative Assessment:	Year Group: 11 Subject: MYP Design	Summer Assessment (Y7–13) TBC E assessment Mock exam practice in April May 2023: E assessment exam starts
	Eportfolio Criterion A: Inquiring and analysing Teacher provides feedback for criterion A and ask students to do the necessary changes	5 weeks (1 week to Assessments) 5 weeks (Ramadan wb 11th Mar)	
	Winter Holidays 11th Dec—2nd Jan	Eportfoio Task to complete Criterion B: Developing ideas Criterion C: Creating the solution Teacher provides feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes The provided feedback for criterion B and C and ask students to do the necessary changes	Spring Holidays 25th March—5th Apr
		Spring Term:2nd Jan—9th Feb Spring Term:14th Feb—22nd Mar	