

Year 9

Curriculum Handbook



WELCOME TO YEAR 9

Dear Parents and Prospective Parents,

As the top year group in Key Stage 3, the Year 9 students at Gulf British Academy lead the way and set the example for the younger students of the school. They are polite, courteous, organised and diligent. Year 9 is one of the most exciting and challenging times in a student's life, as they begin to think about their futures beyond the gates of Gulf British Academy.

The students will be faced with some big decisions regarding subject choices and future pathways; thus, making Year 9 an important year that shapes each and every student's future.

The opportunities are spectacular, and I am proud to say the students of Gulf British Academy always engage, strive for success and support each other and the wider community around them; therefore, I am sure each and every student will successfully navigate the year ahead.

Each page of this booklet contains a brief curriculum outline for the subjects we offer, and I hope it answers many of the questions that you may have. However, if it does not and, if at any point you have any queries, please do not hesitate to ask, and I will endeavour to answer them.

The Year 9 team are very much looking forward to guiding the students as they grow and become independent, confident informed young people ready to tackle the challenges of Key Stage 4 and beyond.

Yours sincerely



Paul Rowe

Assistant Headteacher

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ENGLISH

General Overview

English has a pre-eminent place in education and is invaluable as a global language. In the 21st century workplace, English as the language of business has become more important than ever.

A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually and socially. Literature, especially, plays a key role in such development.

Our diverse curriculum has been designed to offer a balanced education, one that will consolidate the knowledge and skills acquired by students during their time in Years 7 and 8, and also prepare them for IGCSE level study and beyond.

ENGLISH	Topic	Outline	Assessment
Term 1	Non-Fiction and Transactional Writing	Students will study a wide range of non-fiction texts to develop their analysis of language and structure, as well as the codes and conventions of form, audience and purpose.	Essay: Language and structure
Term 2	Debate: Class Competitions	Students will learn to research and engage with current affairs and to write persuasive speeches to be performed as part of a wider debate.	Speaking and Listening presentation on a topic of each student's own choice Inter-house debates
Term 3	Poetry	Students will read and develop their appreciation of a range of poetry from the Renaissance to the present day. They will compare two texts and learn to write a comparative essay.	Comparative essay on two poems
Term 4	Creative English	Students will learn how to develop their creative writing skills in various forms including narrative, descriptive, monologue and script among others.	Descriptive / Narrative creative writing task
Term 5	Shakespeare - Romeo and Juliet	Students will study their first full length Shakespeare play. They will explore language, themes, characterisation and context. We will also take a critical approach to exploring key passages, and develop our essay writing skills.	Analytical essay (exploring the presentation of character/theme)

Teachers: Mr Graham

Specific Equipment: N/A

Useful Resources: Students will be provided with different texts according to the unit of study. A recommended reading list of fiction and non-fiction will be made available.

Homework Expectations: 1 piece of Home Learning every fortnight, set on Google Classroom.

Useful websites: [BBC Bitesize](https://www.bbc.com/bitesize) and as directed by the teacher for each unit.

Support available: A variety of reading and creative writing clubs; see the Enrichment Programme for more information.

MATHEMATICS

General Overview

The aims of the Maths Syllabus are to encourage and enable students to:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

MATHEMATICS	Topic	Outline	Assessment
Term 1	Number & Probability	Consolidation of KS3 Estimation of powers and roots Surds Standard Form Rules of Indices	Weekly DIRT Lesson, end of unit assessment
Term 2	Ratio, proportion and rates of change	Consolidation of KS3 Venn diagrams and notation Probability trees Direct and inverse proportion Speed Distance Time	Weekly DIRT Lesson, end of unit assessment
Term 3	Geometry and measures	Consolidation of KS3 Surface area and Volume of 2D and 3D shapes Arc lengths and angles Pythagoras Theorem	Weekly DIRT Lesson, end of unit assessment
Term 4	Statistics	Consolidation of KS3 Averages Line & Scatter graphs Box plots	Weekly DIRT Lesson, end of unit assessment

Term 5	Algebra	Consolidation of KS3 Expanding Brackets Factorising Solving Linear Equations	Weekly DIRT Lesson, end of unit assessment, end of year assessment
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Teachers: Mr Steer

Specific Equipment: Scientific calculator, mini whiteboard and pens, protractor, compass, ruler, blue/black pens, green pen, geometry set.

Useful Resources: Edexcel International GCSE Maths Revision Guide – For the Grade 9-1 Course CGP Books.

Homework Expectations: Minimum of 1 set of home learning set by their teacher.

Useful websites: www.mathswatch.co.uk www.corbettmaths.co.uk www.bbc.co.uk/bitesize
www.mathsisfun.co.uk

Support available: The weekly agenda which includes topic lists, useful links and flipped learning for the students regarding the upcoming week.

SCIENCE

General Overview

Science is changing our lives and is vital to the world's future prosperity. All students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate the achievements of science in showing how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas relating to the sciences, which are interlinked, and which are of universal application. These key ideas include:

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- The assumption that every effect has a cause
- That change is driven by interactions between different objects and systems
- That many such interactions occur over a distance and over time
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- That quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

SCIENCE	Topic	Outline	Assessment
Term 1	Physics Biology Chemistry	Forces and Motion Organisms and life processes Principles of Chemistry	End of topic assessments
Term 2	Physics Biology Chemistry	Electricity Animal Physiology Principles of Chemistry	End of topic assessments
Term 3	Physics Biology Chemistry	Waves Animal Physiology Inorganic chemistry	End of topic assessments
Term 4	Physics Biology Chemistry	Energy resources and energy transfer Plant Physiology	End of topic assessments
Term 5	Retrieval Practice Maths for science Working scientifically	Forces and motion Organisms and life processes Analysis of graphs Required practicals	End of topic assessments End of Year Assessment

Teachers: Ms Ryan (Head of Department)

Specific Equipment: Scientific calculator, ruler, blue/black pen, green pen, pencil, rubber, colours, compass, geometry set.

Useful Resources: Student books available at this link. [KS3 Exploring Science International \(Pearson\)](#)

Homework Expectations: 1 piece of Home Learning per week, set by the teacher in class and placed on Google Classroom.

Useful websites: www.bbc.co.uk/bitesize , www.senecalearning.com , Pearson edexcel ebook (included with the student book when purchased) , www.wowscience.co.uk , www.sciencekids.co.nz , www.legendsoflearning.com , www.cgpbooks.co.uk . Resources and any other websites advised by your teachers during lessons.

Support available: The weekly agenda, which includes topic lists, useful links and flip learning for the students regarding the upcoming week.

HISTORY

General Overview

History encourages us to engage critically with the lifestyles, choices and beliefs of the people of the past. The study of history assists students in developing their own identities through an understanding of history at a national and international level. It helps them to ask and answer questions of the present by engaging with the past.

Students at Gulf British Academy will develop a clear chronological understanding of British and world history to the present day. Students in Year 9 study the history of the 20th century, beginning with Edwardian Britain and completing the academic year with a depth study into WWII.

The Year 9 course is excellent preparation for the Cambridge IGCSE History course both in terms of the content and transferable skills students will develop.

HISTORY	Topic	Outline	Assessment
Term 1	The 20th century begins	Edwardian Britain: A Golden Age? Poverty and advances in public health The Titanic Disaster Campaigns for women's suffrage Emily Davison case study - accidental death or martyrdom?	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
Term 2	Depth study on WWI	Causes of WWI Overview of the conflict Key battles Weapons and technology Conscientious objectors Medical advances Troops from the British Empire Life on the home front Remembrance The League of Nations The Treaty of Versailles	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
Term 3	The Interwar Years (1919-1938)	The effects of WWI on the combatants The 'Roaring Twenties' Irish Independence The Great Depression	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
Term 4	Power in the early 20th century	Democracy vs. dictatorship Types of democracy and dictatorship The Weimar Republic Hitler's rise to power Nazi Germany Causes of WWII	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.

Term 5	The Second World War	Overview of the conflict Reasons that the Nazis were successful in the early part of the war Dunkirk evacuation Battle of Britain Empire troops The home front Operation Barbarossa The siege of Leningrad War in the East Pearl Harbour Reasons for the allied victory	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
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Teachers: Mr Reach

Specific Equipment: Blue or black pen, green pen, ruler, pencil.

Useful Resources: Core textbook: [Technology, War and Independence 1901-Present day by Aaron Wilkes](#)

Homework Expectations: 1 piece of home learning every fortnight, set on Google Classroom.

Useful websites: [Challenges for Britain, Europe and wider world 1901 to present - KS3 History](#) , [The 20th century | World history | Arts and humanities](#)

Support available: Small group interventions with the class teacher and extra materials such as articles to read and research tasks to challenge students.

GEOGRAPHY

General Overview

Geography at Gulf British Academy takes students on a guided tour of our planet, including its countries, continents and people. Students will examine the physical and human processes which shape our world and the lives of its people.

Students will acquire a variety of skills including presentation work, data interpretation, fieldwork and drawing diagrams. Geography inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Year 9 students will examine some key themes in human and physical geography. They will look at how renewable energy sources are being developed to counter dependence on fossil fuels and the challenges of international development and uneven distribution of wealth around the world. Students will also complete a case study on Russia and study how nature's power can provide opportunities and threats for the global population.

GEOGRAPHY	Topic	Outline	Assessment
Term 1	The Rock Cycle	The Rock Cycle Uses of rock Different types of rock Physical and chemical weathering Tectonic plates Fossils Formation of mountains and hills in the UK How types of rock shape the landscape Soil formation	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
Term 2	Natural resources	Renewable vs non-renewables Tackling water stress - case study on the Ogallala aquifer in North America Food security Dependence on fossil fuels Renewable energy sources Environmental conservation	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
Term 3	International development	Wealth distribution Barriers to development How development is measured - case study on Malawi Reasons why the development has grown Globalisation Transnational Corporations Covid 19 and vaccine inequality Economic migration Challenging poverty	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.

Term 4	Restless planet	Earth's three layers The lithosphere Plate movements Earthquakes - case study on Sichuan earthquake 2008 Tsunamis Volcanoes - case study on Mount Vesuvius Destruction of Pompeii Why people live in danger zones	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.
Term 5	Country study: Russia	Key facts Physical features Climate zones and biomes Population European Russia Climate change in Yukutia Exploring the Arctic Ocean	End of unit assessment, low stakes quizzing, continuous informal reviews throughout the unit.

Teachers: Mr Reach

Specific Equipment: Blue or black pen, green pen, ruler, pencil.

Useful Resources: [Geog. 3 student book](#) by Rosemarie Gallagher

Homework Expectations: 1 piece of home learning every fortnight, set on Google Classroom.

Useful websites: [Age: 11-14 Geography - geographyalltheway.com](#) , [KS3 Geography](#)

Support available: Small group interventions with the class teacher and extra reading and research to extend student knowledge and skills.

COMPUTER SCIENCE

General Overview

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us.

Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether the student wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide students with valuable knowledge. Computer Science further extends students' knowledge on how technology works and gives students a good foundation on how programs can be created using a variety of languages and software.

COMPUTER SCIENCE	Topic	Outline	Assessment
Term 1	Inside A Computer	Boolean logic Memory and storage Hardware Software Operating systems High- and low-level languages	End of Unit Assessment
Term 2	Computer Networks & The Internet	Network fundamentals The internet Network hardware Communication Web technologies	End of Unit Assessment
Term 3	Artificial Intelligence	What does AI do? Where did AI come from? Why are people worried about AI? What do you think about AI? Do you think that it is a good thing or a bad thing?	End of Unit Assessment
Term 4	Graphic Design	Understand graphic processes, materials and techniques. Students will develop the knowledge of how historic and contemporary graphic artists communicate their ideas through text and imagery. Learners will use Microsoft and Adobe software, digital photography and traditional art media to record ideas and develop personal responses.	End of Unit Assessment
Term 5	Programming with Python	Raspberry Pi or Sphero Python Programming - variables - logic statements - selection - repetition - turtle programming - lists - functions	End of Unit Assessment

Teachers: Ms Ansari

Specific Equipment: Scientific Calculator, Blue, Green, Black pen, Pencil, USB Flash Drives, [CanaKit: Raspberry Pi 3 Starter Kit \(32 GB\)](#)

Useful Resources: Edexcel GCSE (9-1) Computer Science Student Book • Revise Edexcel GCSE (9-1) Computer Science Revision Guide.

Homework Expectations: 1 piece of Home Learning every fortnight, set on Google Classroom.

Useful websites: www.computingatschool.org.uk , www.stem.org.uk, [Code Club](#) , www.codecademy.com , www.khanacademy.org/computing, www.hourofcode.com/us/gb , www.bbc.co.uk/bitesize , resources and any other website advised by your teachers during lesson.

Support available: Small group interventions during breaks with the class teacher and materials to challenge students.

ART

General Overview

Students are taught through schemes of work, which are designed to be used according to, and depending on, level of skills, language, maturity, ability and understanding. The schemes cover a broad area of subject headings. Some of these can be further developed and combined with other units, to allow greater flexibility and consideration of the needs of individual students and groups.

Year 9 follows a programme of work whenever possible, which is structured in the same way as the IGCSE Art and Design course. This enables them to understand the requirements if they wish to continue their studies in Year 10.

ART	Topic	Outline	Assessment
Term 1	Art History	In groups, students will research a 20th or 21st Century Art Movement and create a presentation to the class, in any chosen format; slides presentation, performance, song, rap etc	Continuous assessment of class and homework. End of unit presentation to class, inviting teachers as audience. Peer Evaluation House quiz
Term 2	Coil pots	Students to create a coil clay pot Developing knowledge and understanding of the Elements of Art - Shape, pattern, texture and colour Developing knowledge and understanding of the use of clay Skills How to develop a coil pot successfully Artist Research	Final piece Artist Analysis Evaluation of work (In class - Survey circle)
Term 3	A moment in Time Mixed Media	The aim of this unit is for students to create a piece of art that celebrates a 'Moment in time' in World History. They will research a significant time in history/an influential professional. Skills Stencilling Use of spray paint Layering techniques Photoshop Paper manipulation Artist Research	Final piece Artist Analysis Evaluation of work

Term 4	Structures Still life: Alternative Viewpoints, dreams & illusions: Surrealism	Artist Research; Photographer Surrealist Artist Photography – Man Made objects/architecture Observational drawing – Natural objects Experimentation of perspective, combining imagination with reality to produce original Artwork of the students' personal direction	Continuous assessment of class and homework Artist Analysis Evaluation of work
Term 5	Trash to Treasure Real world connection - Global issues - World Environment Day World Oceans Day	Form and structure. <ul style="list-style-type: none"> To design a sculpture with the theme of the Ocean Artist analysis 	Continuous assessment of class and homework Artist Analysis Evaluation of work

Teachers: Ms Rowe

Specific Equipment: Spray paints, pencils, oil pastels, dry pastels, acrylic paint, watercolours, charcoal, Range of surfaces.

Specific Equipment required at home: Drawing pencils (H, HB, 2B, 3B, 4B, 5B), colouring pencils, watercolour paints, brushes, fine line pens, eraser, sharpener, scissors and glue.

Useful Resources/websites:

[Online Sources: Art History Timeline - Artists by theme - Videos of techniques](#)

[Media Techniques Presentation](#)

Homework Expectations: 1 homework every 2 weeks.

Support available: Break time support with the class teacher/Study Buddies/After school activities.

PHYSICAL EDUCATION

General Overview

PE at GBA offers students the opportunity to experience a broad range of sports and challenges them to develop both physically and mentally. We will cover topics that build on the key skills your child has developed in Year 7 and Year 8.

PHYSICAL EDUCATION	Topic	Outline	Assessment
Term 1	Fitness & minor games	Technique and form Cardiovascular fitness levels Developing fitness programmes Teamwork and communication Applying transferable sporting skills	End of unit assessment, constant informal reviews throughout the unit.
Term 2	Football & Basketball	Passing Dribbling Shooting Gameplay Tactical awareness	End of unit assessment, constant informal reviews throughout the unit.
Term 3	Volleyball & Striking & fielding	Throwing and catching Batting Teamwork and communication Fielding Communication	End of unit assessment, constant informal reviews throughout the unit.
Term 4	Gymnastics & Net/Wall Games	Balances Basic tumbles Routine development Throwing and catching Teamwork and communication	End of unit assessment, constant informal reviews throughout the unit.
Term 5	Dance & Athletics	Creating movement patterns Principles of performance Track and field events	End of unit assessment, constant informal reviews throughout the unit.

Teachers: Ms Bland, Mr Dzebo

Specific Equipment: PE Kit - Blue school PE kit- Shorts (summer term) Track pants (winter term), supportive sports trainers.

Useful Resources: N/A

Homework Expectations: Students should be encouraged to maintain a healthy and active lifestyle outside of school.

Useful websites: N/A

Support available: After school activities.

FRENCH

General Overview

French is taught at Gulf British Academy from Year 3. All students in Year 9 learn French as it will become an option in Year 10 where students will be able to continue their study of French for GCSE.

The syllabus has been designed to cover the four main language skills: reading, writing, listening and speaking. Students will practise each of these skills regularly in their lessons as well as getting a glimpse of French culture. The curriculum is enriched by a variety of web-based resources and applications.

FRENCH	Topic	Outline	Assessment
Term 1	Giving personal information Describing family and friends Parts of the body	Using the present tense	End of topic assessment
Term 2	Talking about sport Discussing a healthy lifestyle	Using the past tense Using the future tense	End of topic assessment and end of term assessment
Term 3	Home and daily routine Jobs around the house	Using 3 tenses together Introduction of direct object pronouns Conditionals	End of topic assessment
Term 4	School subjects School day Extra curricular activities	Expressing opinion Imperfect tense	End of topic assessment and end of term assessment
Term 5	Place & things to do in town Holidays and activities Weather Eating out, festivals, plans for outing	Subordinates clauses Impersonal verbs	End of year assessment

Teachers: Ms Gastao

Specific Equipment: Exercise book, dictionary.

Useful Resources: Expo textbook.

Homework Expectations: Weekly.

Useful websites: Websites communicated by the class teacher.

Support available: French after school club-Busy Bee, Small group interventions during breaks with the class teacher and materials to challenge students.

ARABIC

General Overview

Gulf British Academy follows the Ministry of Education in teaching the Arabic Language. All topics taught therein are set by the Ministry. In general, students are trained to practise skills such as grammar from the Year 10 book (Ministry system).

We also cover topics in prose and poetry that should be understood, interpreted and learnt. We train students to write with good self-expression and teach Arabic Calligraphy. We develop their spelling skills through dictation and encourage students to read freely, providing them with books that suit their interests and capabilities.

ARABIC	Topic	Outline	Assessment
Term 1	The first unit of the first book	Sincere faith Our language and analog Grammar Expression (message summary)	End of unit assessment, continuous informal reviews throughout the unit.
Term 2	The second unit of the first book	Pre-Islamic poetry Life and people Metaphor Metonymy Grammar Expression (message)	End of unit assessment, continuous informal reviews throughout the unit.
Term 3	The first unit of the second book	Islam and repression A pause on ruins Grammar Writing the trick Diary writing	End of unit assessment, continuous informal reviews throughout the unit.
Term 4	The second unit of the second book	The role of women in migration events Reproach (poetry) Grammar Alliteration Metaphor Diary writing How to write a letter	End of unit assessment, continuous informal reviews throughout the unit.

Term 5	The third unit of the second book	Alayaram torrent Don't envy Grammar Alliteration Diary writing Letter writing	End of unit assessment, continuous informal reviews throughout the unit.
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Teachers: Ms Rola and Mr Ayman

Specific Equipment: N/A

Useful Resources: Student's books, www.nosuos.com/3-high-school/class-3-10.html

Homework Expectations: 2 homeworks each week.

Useful websites: Madrasa.org , [Madrasa YouTube Channel](#) , www.q8-online.com/section/tenth/arabic10

Support available: In class support.

ISLAMIC STUDIES

General Overview

We follow the Ministry of Education in teaching Islamic studies. The subjects taught in it are determined by the Ministry. In general, training students on some skills, such as the Year 10 book (Ministry system).

We also cover different religious areas; such as belief, hadith, jurisprudence, the Prophet's biography, discipline, and Islamic culture, as well as training students to memorise the Noble Qur'an, and the rules of reading the Noble Qur'an.

ISLAMIC STUDIES	Topic	Outline	Assessment
Term 1	Faith	<i>Tawhīd ar-Rubūbiyah</i> <i>Tawhīd al-Asmā' waṣ-Ṣifāt</i>	End of unit assessment, continuous informal reviews throughout the unit.
	Islamic culture	The effect of belief in God on people Adam, peace be upon him Foundations of Islamic Civilization Noah, peace be upon him Rights of non-Muslims in Islamic society	
Term 2	Fiqh and its foundations	Sources of Islamic Legislation (Quran and Sunnah) Sources of Islamic Legislation (Consensus and Qiyas)	End of unit assessment, continuous informal reviews throughout the unit.
	Politeness	Good manners with God Good manners with the Prophet	
	The noble hadith and its sciences	Recording the Sunnah 1-2	
	Reading Quran	Surah Al-Saff complete	
Term 3	Faith	The effect of belief in God on society Contradicting monotheism 1-2	End of unit assessment, continuous informal reviews throughout the unit.
	Islamic culture	Human rights in Islam Ibn Taymiyyah	

Term 4	<p>Fiqh and its foundations</p> <p>Politeness</p> <p>The noble hadith and its sciences</p>	<p>Types of punishments in Islam Provisions for creating commitment</p> <p>Good manners Parental righteousness</p> <p>The status of the companions of the Prophet The importance of understanding in religion</p>	<p>End of unit assessment, continuous informal reviews throughout the unit.</p>
Term 5	<p>Biography</p> <p>Reading Quran</p>	<p>Moses, may God bless him and grant him peace Jesus, may God bless him and grant him peace</p> <p>Surah Al Mumtahinah complete Rulings for reciting the Noble Qur'an</p>	

Teachers: Mr Saad

Specific Equipment: N/A

Useful Resources: <https://kwedufiles.com/id=11427>

Homework Expectations: 1 homework each week.

Useful websites: <https://www.q8-online.com/section/tenth>

Support available: In class support.