Year 9 Yearly Overview

English International School

	Autumn	Spring	Summer
English	**Reading World Literature** - Of Mice and Men: A seven-lesson scheme of work on Steinbeck's classic novel. **Reading Poetry** - Pop and Poetry: A six-lesson scheme of work looking at the similarities and differences between music and poetry, designed to enhance skills of poetry understanding and analysis.	**Reading Shakespeare** - Much Ado About Nothing: A 20-lesson scheme of work focusing on scene-by-scene study of Shakespeare's play, with a focus on GCSE English Literature objectives. **Writing Nonfiction** - Travel Writing: A three-lesson unit exploring travel writing and creating your own. - Whodunnit: A ten-lesson scheme of work based around a whodunnit mystery, with a focus on non-fiction writing for the English Language GCSE.	**Reading Nonfiction** - An eight-lesson scheme of work looking at different non-fiction texts and developing reading skills in preparation for the GCSE. **Writing Fiction** - A ten-lesson scheme of work focusing on different elements of fiction writing, with a focus on the English Language GCSE.
Mathematics	**Laws of exponents, Monomials, Polynomials and various methods for factoring. Rational expressions** - Index laws; Negative integer exponents; Standard form of numbers; Monomials; Operations with monomials; Polynomials; Addition/subtraction and multiplication/division of polynomials. - Varius methods for factoring polynomials; Square of sum; Square of difference; Difference of two squares; Cube of a	**Square roots/Solving quadratic equations** - Rational and irrational numbers - Approximating radicals - Rules for radicals - Simplifying radicals - The square root function and transformations - Solving quadratic equations using the quadratic formula and Vieta's formulae - Factorising quadratic equations	**Geometry** - Similar triangles - Triangle and trapezium mid-segment theorems - Finding the volume and surface area of regular and compound shapes **Statistics and Probability** - Graphical analysis and representation of data in scatter plots - Constructing and interpreting scatter plots

Year 9 Yearly Overview

English International School

	binomial; Sum and difference of two cubes - Reducing rational expressions; Operations with rational expressions; Transformation of rational expressions. - The reciprocal function	- Solving word problems using quadratic equations **Geometry** - Solving complex problems using the area formulae (Square, Rectangle, Triangle, Parallelogram, Trapezium, Circle) - Pythagoras theorem	- Drawing a line of best fit - Sample space - Probability - Venn diagrams - Tree diagrams
Science	**Chemistry** **The Atom** - Particle Nature of Matter - What is an atom made up? - Atoms, Molecules, Elements and Compounds - The Periodic Table - Forming Compounds - Formula's and word equations - Metals and Nonmetals - Investigating Reactions from elements to compounds - Preparing Salts - Flame Tests **Rates of Reaction**	**Physics** **Forces and Magnets** - Make speed calculations - Investigate the relationship between slope and speed - Use speed equations to calculate distance and time - Use distance-time graphs to explain speed and movement - Explain resultant forces and how it - Understand how magnets work and how magnets affect each other - Understand how electromagnets work and how they are used to power electric devices	**Biology** **Plants** - Photosynthesis is the production of glucose and oxygen, by reacting water and carbon dioxide using energy from light - Plants often change some of the glucose into starch, for storage - Testing a leaf for starch, you need to boil it to break down the cell membranes - Plants need nitrate to make proteins, which are needed to make new cells for growth - Plants need magnesium to make chlorophyll - Plants need water for support,

Year 9 Yearly Overview

English International School

	- The rate of reaction-volume - The rate of reaction changes with time - The slope of the graph - Surface area and rate of reaction - Temperature and rate of reaction. **Preparation of Salts** - Metal and acid - Acid and Carbonate Acid + carbonate = salt + water + carbon dioxide - Salts are formed when an acid is neutralised by an alkali Acid + alkali = salt + water	**Moment, pressure and density** - Understand how simple levers work and their relationship to forces - Explain pulley systems and their relationship on forces. - Understand the work done equation and do calculations. - Know what density is and understand the density equation - Know what pressure is and understand the pressure equation. - Understand how liquids affect pressure. - Describe the relationship between moments, pivots and forces. - Understand the motion equation. **Energy** - Understand what thermal energy is and how it is transferred - Explain the relationship between conduction and convection.	cooling, transport and photosynthesis - Diffusion - Flowers are the reproductive organs of plants - Male and Female organs of plant **Living Things and Environment** - Plants are adapted to live in their habitats - Plant adaptations often help them to get light for photosynthesis - Annual plants grow, produce seeds and die in less than one year - Animals may have structural and behavioural adaptations that help them to survive in their habitats - Ecologists study organisms in their environment - Ecologists often use sampling techniques. Sampling involves finding results for a small,

Year 9 Yearly Overview

English International School

		- Know what radiation is and its relationship to thermal energy. - Understand the role of fossil fuels in society, name various alternative energies to fossil fuels and explain how they produce energy.	representative part of the area you are studying - A food web shows how energy is transferred between organisms - A food web is made up of many interconnecting food chains - Decomposers are organisms that get their energy from dead organisms or their waste products
History	**Europe 1890-1920** -Colonialism and trade: Case study of the British Empire -How did the system of alliances and the growing tension across Europe lead to World War One? -The trigger: the murder of Archduke Franz Ferdinand and the start of World War One -The nature of and structure of the war -A look at trench warfare and new technologies, and the effect they had on the course of the war. -The war ends and the treaty of Versailles - what was achieved?	**The Romanov Dynasty and the birth of the USSR** -Russia at the turn of the 20th Century -Tsar Nicholas II -What happened during the 1905 revolution? Why was it unsuccessful? -The March 1917 Revolution: Causes and results -How did the Bolsheviks gain control in November 1917, and why was this revolution more successful? -The abdication of Nicholas II and the eventual demise of the family -The Russian Civil War -How the communists transformed the USSR – economy and society	**Europe 1920-1945** -What kind of peace was established in 1919? -How did the failure of the league of nations bring us to the eventual World War II? -A look at Europe in the 1920s and 1930s -The rise of Hitler and the murmuring of war -Who were the key players in the lead up to war and who were the key players in the war? -The key battles and the end of the war -The results of the war and the start of the Cold War

Year 9 Yearly Overview

English International School

Geography	**Middle East** -Location of the Middle East -Key physical features of the Middle East including biomes - Reasons for and impacts of a named conflict in the Middle East -Opportunities and challenges of tourism in Dubai **Economic Development** -Use a variety of indicators to assess the level of development of a country. -Demonstrate an understanding of development gap by using a Brandit Line. -Identify and explain inequalities between and within countries. -Describe inequalities among people.	**Earthquakes and Volcanoes** - Know what earthquakes and volcanoes are. -Become familiar with and be able to demonstrate how earthquake waves are produced and how volcanoes erupt; -Become familiar with the different types of fault zones and types of volcanoes. -Become familiar with the causes of earthquakes and volcanoes. -Demonstrate an understanding of the social, economic and environmental impacts of earthquakes and volcanoes. -Demonstrate an understanding of why people like to live near volcanoes. **Case study is required for;** -An area that experienced the impacts of earthquake. -An area that experienced the impacts of volcanic eruption. **Our violent planet and Tropical Storms** -Understand the formation and progression of tropical storms: warm water, atmospheric conditions, and wind patterns. -Explain factors influencing storm development, movement, and intensity.	**Environmental risks of Economic Development** -Describe how economic activities may pose threats to the natural environment and people, locally and globally. -Demonstrate the need for sustainable development and management. -Understand the importance of resource conservation. - Understanding threats to the natural environment (including soil erosion, desertification, enhanced global warming and pollution [water, air, noise, visual.

Year 9 Yearly Overview

English International School

	-Describe and explain the types and effectiveness of foreign aid.	-Recognize the impacts of tropical storms on communities, ecosystems, and infrastructure. -Identify strategies for predicting, preparing for, and mitigating storm damage -Case studies of different tropical storms.	
Russian 1st Language	-Spelling (revision) -The 1st and 2nd conjugation of the Verb -Spelling of verbs' personal endings -Participle and Participle construction -Spelling rules for Participles	-Spelling rules for Participles -The Verbal Adverb and syntax construction with Verbal Adverb -Spelling rules for Verbal Adverbs	-Adverb -Formation and Classification of Adverbs -Spelling rules for Adverbs
Russian 2nd Language	**Basic level. A2** Time to speak Russian. Moscow vacation(A2). Moscow by Alphabet (A2), Around Country (A2), History and Traditions (A2). Articles for discussion. **Module 1.** - Theme/Vocabulary: Tell us about yourself. - Grammar: Usage of nouns and adjectives in Prepositional and Instrumental case. **Module 2** - Theme/Vocabulary: Family - Grammar: Usage of Accusative case and Genitive case	**Basic level. A2** Time to speak Russian. Moscow vacation(A2). Moscow by Alphabet (A2), Around Country (A2), History and Traditions (A2). Articles for discussion. **Module 5** - Theme/Vocabulary: The city. - Subordinate clause of purpose **Module 6.** - Theme/Vocabulary: Shopping. - Grammar: Verbs of motion without prefix. **Module 7.** - Theme/Vocabulary: Transport.	**Basic level. A2** Time to speak Russian. Moscow vacation(A2). Moscow by Alphabet (A2), Around Country (A2), History and Traditions (A2). Articles for discussion. **Module 9.** - Theme/Vocabulary: Describe a person. Clothes. - Grammar: Adjectives. **Module 10**. - Theme/Vocabulary: Movie. Theatre - Grammar: A&Q. Review **Module 11** - Profession. Education. - Grammar: Verbal adverbs.

Year 9 Yearly Overview

English International School

	Module 3. - Theme/Vocabulary: House or flat. - Grammar: Usage of Genitive case - (direction, location). - Grammar: Usage of Accusative case. **Module 4.** - Theme/Vocabulary: My day. Time. - Grammar: Aspects of verbs. - Grammar: Usage of Prepositional case (object of speech). **Review**	- Grammar: Prefixed verbs of motion. Directions. (Accusative, Genitive case). **Module 8.** - Theme/Vocabulary: In restaurant. Russian cuisine. - Grammar: Verbs of motion: нести-носить, везти-возить, вести-водить. **Review**	**Module 12** - Theme/ vocabulary: Traditions. Holidays. - Grammar: Participle. **Review**
Art	**Portraiture** -This scheme of learning teaches students how to construct a portrait drawing using measuring. -They will have the opportunity to explore the work of artists whose subject is portraiture but who also abstract and distort the subject. They will develop their skills in researching artists and discussing their work before moving on to developing their own distorted portrait outcome. -The year 9 Art, distorted portraits is designed to encourage students in becoming	**Food** -This project highlights the student's creativity and initiative to be able to achieve higher if they chose to continue their Art studies at KS4. -Students will participate in many projects and activities which will provide them with a sound sense of enjoyment and fulfillment. Speaking and listening to other's views and opinions about Artwork. Class discussion allows for interaction with peers and sharing of ideas.	**Day of Dead** -This unit of work, explores the controversial issues of the afterlife. Students will explore the different aspects of life and death from other cultures, non-religious and religious perspectives, students will learn about facts, traditions, belief values and cultural celebrations from the Mexican festival of 'The day of the dead' -Understand new, different and unique art forms from other cultures and artists

Year 9 Yearly Overview

English International School

	independent learners through a structure which focuses on active learning. -This projects highlights the student's creativity and initiative to be able to achieve higher if they chose to continue their Art studies at KS4. -Students will participate in many projects and activities which will provide them with a sound sense of enjoyment and fulfillment. Speaking and listening to other's views and opinions about Artwork. -Class discussion allows for interaction with peers and sharing of ideas.	-This scheme of learning give students the knowledge and understanding of historical links to Modern and contemporary influences, that Art has an audience and purpose. -Students will also develop skills of their technical competency in drawing and painting. Specifically gaining confidence of drawing elliptical objects. -Students will also grow with independence and confidence in creating their own composition for their final assessment piece.	-Explore how and why death is celebrated in Mexico through the Day of the Dead festival. -Create an art piece inspired by Day of the Dead and to represent your own beliefs about death and afterlife. -This project highlights the student's creativity and initiative to be able to achieve higher if they chose to continue their Art studies at KS4. -They will also begin to develop their communication skills to verbally, and visually communicate their work, whilst making personal and constructive judgements.
Music	**Dance Music** - Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that goes with them. - Understand how different dance music genres use different time signatures and meters and how these relate to the dance. - Understand how dance music is chiefly made up of primary chords, using chords I, IV,	**Samba** - Understand the connection between Samba and carnival - Understand and use basic rhythmic features such as ostinato and cyclic rhythms when performing Samba - Perform basic simple rhythmic parts within a group percussion ensemble - Realize, adapt, and refine their ideas for their own computer or video game using	**What Makes a Good Song?** - Distinguishing between riffs, structure, lyrics, and melody in songs and describing their use with guidance. - Performing simple parts such as basic riffs of well-known songs on their own and in unison. - Performing a simple part within a group arrangement of a simple part of a popular song e.g., a single chorus from a Lead Sheet

Year 9 Yearly Overview

English International School

	V, V7 and seventh chords in a range of simple major and minor keys	websites like SCRATCH where they can refine and adapt their own musical soundtracks to.	
Arabic	**Course Outline** -Year 9 is the last year of key stage 3 and a foundation for GCSE years. However, the children at this stage must have experienced Arabic well enough to keep building on their progress since they began learning it in year 7. Therefore, the Arabic department will put all available resources for the children to progress and achieve. Arabic lessons are very interactive including the four skills which are speaking, listening, reading, and writing. - Create an ID form which includes name, age, nationality, marital status, qualification, and job status. - Body parts, health and fitness and its importance in our daily life. - Hobbies and sports, likes, dislikes and preferences in depth. - Jobs and professions and the activity related in depth as well as talking about future career.	**Arabic lifestyle** - Interesting places to visit in the city. - Media, Travel, tourism, and different means of transport. - Famous people in (sport, cinema, poetry etc...). - Foods - Life in the city and in the countryside.	**Grammar Focus:** -Past, Present, and future tenses, 1st & 3rd person, and sentence structure. - Describing your future holiday - Make sure they do their homework on time due and to a satisfactory standard. - Encourage your child to focus on learning Arabic as it is the language of the Quran. - Also memorize and spell correctly at least 5 innovative words per week. **Revising**

Year 9 Yearly Overview

English International School

Spanish	**Introduction** - Holiday destinations - Holiday accommodation -Holiday transport Opinions - Holiday activities Key verbs (alojarse etc) and holiday destinations Numbers 1-100 -Purchasing souvenirs Recognizing and using the near-future tense with all pronouns. - Recognizing past tense structures – regular verbs – yo form – and common irregulars - Ir in the past tense- all forms - Combining past – present – future – Using three tenses together	**Speaking** -Talking about yourself and your family --------- Describing your physical and personality traits using tener and ser -Talking about getting on with other people -Talking about personal and future relationships - Giving opinions and ideas on marriage Using two-time frames: present and future together Equality - Relationship - Online activities – all present tense forms Complex opinions - Using time phrases to describe technophobes and technophiles Discussing the risks and dangers of the online world - Using times: past, present, and future together	**Speaking & Writing** - Music tv, film genres and opinions - Describing a film plot - Describing a recent visit to the cinema - Describe media in three tenses without support Answer comprehension questions about media without support **Revising**
Computer Science	**Algorithms Computational Thinking** **Aim** Computational Thinking forms the foundation for the entire course. Embedding these skills will allow students to be able to approach real world problems logically and understand the	**Memory and Storage** Primary memory Aim Learn where different types of data can be stored – Primary storage – RAM and ROM	**Boolean** **Aim** Understand why data needs to be in binary form and how transistors in computers are used to make decision Logic – AND/OR/NOT Gates

Year 9 Yearly Overview

English International School

	workings of the computer – Decomposition – Abstraction – Pattern Recognition – Algorithms **Systems Architecture** **Aim** Understand the terms and processes in computational thinking and be able to use the skills of abstraction, decomposition and algorithmic thinking. Architecture – CPU – Performance – Embedded – systems – Systems Architecture – Purpose of the CPU – Von Neuman – Components/characteristic – FDE – RAM/ROM **Programming**	– Virtual memory Secondary memory Aim Learn about external storage – Types of Storage – Characteristics of storage **Data Storage** **Aim** Learn how computers understand and make use of data Compression/Data Representation – Units of data – Data storage – Character sets – Images – (Sound) – Compression **Programming languages and Integrated development Environments** – **Languages (Translators and** – **Facilitators) IDE,** – **SQL** – High / Low level Low	– Truth tables **Programming Project** Aim - Programming fundamentals, Additional Programming Techniques, Producing robust Programs, Defensive, Design, Testing, Programming project with Flow and Pseudocode - A programming scenario is shared with students, and they are asked to develop a solution to that through the following: – Analysis of the problem – Design a solution – Programming Techniques – – showcase a range of techniques – suitable to the problem. – Development – Show how the – program comes together. – Evaluation and Testing – Evaluate – the effectiveness of the program and – how it meets the given problem. Fully – test all elements of the program.

Year 9 Yearly Overview

English International School

	Aim Intro to Programming Students develop, apply and practice, analytical, problem-solving, design, and computational thinking skill with hands on practical computing devices Further develop flowcharts and pseudocode- Physical (Micro bits) – Variables – Lists – Selection – Iteration-FOR and WHILE Loops – Algorithms – Designing, – Creating and refining algorithms – Flowcharts – Pseudocode	– Practical use of the techniques in a high-level language – Practical use of the data types in a high-level language – Practical use of the additional programming techniques – Develop the fundamental techniques and concepts of text-based programming. – Also, the opportunity to link the physical – programming principles and techniques learnt in text-based programming. – Develop Flowcharts and Pseudo coding skills and techniques – Translators/Compiler / Interpreter **Text Based Programming** **Aim** Designing, creating and refining algorithms, Programming Fundamentals and Data types – Pseudocode – Flowcharts – Reference language/high-level	

Year 9 Yearly Overview

English International School

		– programming language – The use of variables, constants, – operators, inputs, outputs and – assignments ¨ – Basic programming constructs: – - Sequence – -Selection – - Iteration – Boolean operators AND, OR and NOT	
P.E	**Handball** -To be able to rally co-operatively with a partner. -To be able to play in different positions (attack, defence, goalkeeper) -To be able to perform a technically basic standard. -To be able to be judging the game. -To be able to perform teamwork (communication) -To be able to basic the rules/regulations and safety procedures. -To be able to understand the importance of physical test	**Football** -Studying rules of safety in the lessons of Football. -Studying and developing dribbling, inside -the foot pass, long pass, foot trap, passing, outside the foot pass, -ball control; tackling -goalkeeping, kicking goals, kick-off -punting, volleying -team play and strategy -defensive manoeuvres, -football rules, game -Improving stamina, agility, strength.	**Volleyball** -Studying rules of safety in the lessons of Volleyball. -Studying and developing underhand serve, simple returns, overhand serve, -Studying and developing forearm passing (set shot) -Studying and developing dig shot - Setting -Blocking -Spike/attacking -Basic games rules, game strategy, rotation Improving stamina, agility, strength.

Year 9 Yearly Overview

English International School

Well-Being	Unit 1 **Introduction to Wellbeing: Understanding the importance of physical, mental, emotional, and social well-being** The aim is to address physical, mental, emotional, and social aspects of student well-being, providing them with the knowledge and skills needed to navigate challenges and lead healthy, balanced lives. Candidates will learn about the importance of physical, mental, emotional and social well-being in their lives. Understand that individuals may experience mourning and grieve differently from one another. Understand the Kübler-Ross's five stages of grief model - commonly known as DABDA (denial, anger, depression, bargaining, acceptance) Identify factors that have a positive impact on people's lives and discuss how balancing different aspects of life is crucial. Unit 2 **Physical Health and Wellness: Nutrition, exercise, personal hygiene**	Unit 3 **Mental and Emotional Health: Stress management, coping strategies, self-care techniques** This unit will explore different stress management techniques, including mindfulness, relaxation exercises, and time management strategies. It will also highlight the importance of developing effective coping mechanisms to navigate through challenging circumstances and build resilience. In addition, learners will be introduced to self-care practices that promote overall well-being, such as proper nutrition, exercise, and seeking support from others. Explore the impact that words and behaviour can have on one's own and others' wellbeing. Explore different strategies people can use to manage their own physical and mental wellbeing Unit 4 **Mental and Emotional Health: Stress management, coping strategies, self-care techniques**	Unit 5 **Mindfulness Practices: Developing self-awareness and focus** The unit will begin by exploring the definition and origins of mindfulness, emphasizing its adaptation in contemporary psychology. Learners will learn about the key principles of mindfulness, such as living in the present moment, non-judgmental awareness, and acceptance of oneself and others. **For Year 9 we focus on Developing self-awareness** Explore the role of an individual's thoughts, emotions, and reactions in various situations. Unit 6 **Building Resilience - Developing healthy habits, fostering positive relationships** This unit aims to equip learners with the necessary skills and knowledge to navigate the challenges of daily life with confidence and resilience. Learners will learn about the importance of maintaining a balanced lifestyle, including regular exercise, healthy eating habits, and adequate sleep. They will explore the impact of these habits on their

Year 9 Yearly Overview

English International School

	The aim is to develop a thorough understanding of the importance of nutrition, exercise, and personal hygiene in maintaining optimal physical health and wellness Understand the connection between inactive lifestyles and poor health. Know how to effectively manage an individual's personal hygiene. Discuss the effects of poor quality or limited rest on the brain.	This unit will help learners explore various stress management techniques, such as mindfulness, meditation, and physical activity. They will also learn how to identify stressors in their lives and develop coping strategies to effectively manage and reduce stress levels. Additionally, learners will explore the importance of self-care practices, including healthy habits, relaxation techniques, and positive self-talk. Explore personal boundaries and communication skills in building positive relationships Explore ways in which people can respectfully articulate their thoughts and attitudes, even when they differ from others. Understand and demonstrate why active listening skills are important. Understand and demonstrate why conflict negotiation skills are important.	physical and mental well-being, as well as their ability to cope with stress and adversity. This unit will also emphasize the importance of fostering positive relationships. Learners will learn how to communicate effectively, resolve conflicts peacefully, and build strong, supportive relationships with their peers and family members. They will also explore the role of empathy, understanding, and compassion in creating meaningful connections with others. **For Year 9 we focus on Developing healthy habits** Explore ways of building resilience through healthy habits and fostering positive relationships