قوة الإسلام
QUWWAT-UL-ISLAM GIRLS' SCHOOL
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Year 10 Curriculum MTP - Spring Term 2.1

Subject	What will be covered this Term?	How will my child be assessed this half term?	Resources
Arabic	**Identity and culture:** **Local Area/Holiday and Travel/Town, Region and Country/** **Talk about your online activities** • Build internet-related vocabulary • Talk about the media • Use the comparative • Talk about my favourite type of • nasheed • Express preference • Give opinions and reasons **Grammar:** • Negation in Arabic • Past tense • Use verbs • Use adverbs of frequency	• AFL (Assessment for learning) Testing • Previous knowledge • End of term assessment.	• **Textbook title:** The New-GCSE Arabic companion • Interlingo: https://www.interlingo.co.uk/ • Duolingo: https://www.duolingo.com/learn • YouTube Arabic Blooms: https://www.youtube.com/channel/UCmYbjzYhTccpD6MN_b964HA
Citizenship	**Topic: Theme B - democracy at work in the UK** • Understand the process of election for MPs to the House of Commons and Lords • Identify different voting systems and their benefits • Understand the main political parties • Explore what happens after an election • Understand how a bill is processed and how the government is organised • Understand devolution and the British Constitution • Understand how the budget is spent	• Prior Knowledge tests • before the new topic is • taught • Evaluation after each • lesson • End of topic tests.	• Citizenship Today Textbook • https://www.youtube.com/watch?v=fA qisNivr Xk • https://www.youtube.com/watch?v=t0 iod D5xFXU • https://www.bbc.co.uk/bitesize/guides /zv s3d2p/revision/1

Computing	**Topic: Programming: selection** • describe how selection statements are used in programs to control program flow. • use a variety of arithmetic operators in a program. • use relational operators as part of selection statements. • use logical operators to build more complex selection statements. • trace and modify code in a program that uses nested selection. • explain what is meant by good programming practices and adopt these practices when writing my own code. • build a program that uses selection using a set of project requirements. • design a solution to a problem that requires the use of selection. • implement a solution to a problem that requires the use of selection.	• Prior Knowledge • Observational assessments using ICT during the lesson • Evaluation after each lesson • Evaluation after homework • End of topic tests	• Oaks Academy online resources • Computers • Internet • https://editor.raspberrypi.org/en-US/projects/blank-python-starter
English	**Topic: Poetry Anthology- Love & Relationship** • Understanding the question • Understanding the individual poems • Understanding relevant context points of each poem • Identifying poetic techniques and naming them • Linking poetic techniques to topic/meaning/theme • Identifying structure techniques and poetry. • Making clear, topic sentence statements focused on • the question to start paragraphs • Use textual references • Embedding quotations in sentences for fluent writing • Using ambitious vocabulary to discuss the ideas in the • poem Offering alternative interpretations and • acknowledging the ambiguity in the poems • Using adverbial phrases of confident, sophisticated • language Comparing points within paragraphs	• Exam style questions • Assessments in exam conditions • Weekly test on language terminologies	• https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources

Geography	**Topic: Development Dynamics** • Define development and use different measures to explain development • Assess the demography of countries at different development levels • Explain the consequences of global inequalities • Explain different models and theories of development • Identify and explain the different measures of development • Interpret data to explain the global development gap • Interpret data to explain the variations in demographic data at different levels of development • Explain the causes & consequences of global inequalities • Describe Rostow's modernisation theory and Frank's dependency theory can be used to explain development • Explain the characteristics of top-down and bottom-up development strategies • Describe and explain the processes & players contributing to globalisation & why some countries have benefited more than others • Explain the advantages & disadvantages of different approaches to development using India as a case study **Topic: Challenges of an Urbanising World** • Explain the causes of urbanisation in developing, emerging and developed countries • Interpret data to describe the growth of primate & megacities • Explain differences in urban economies in developing, emerging and developed countries • Explain how cities have changed over time	• End of lesson quizzes • questions for homework • End of topic assessments	• Textbook title: Geography B Investigating Geographical Issues/Pearson • BBC Bitesize website https://www.bbc.co.uk/bitesize/topics/zskbv4j • Revision World - Past GCSE exam questions • https://revisionworld.com/ • Ordnance Survey Maps and Atlases
History	**Topic: Early Elizabethan England 1558-88 (British depth study) Spring 2.1** • Understand the structure of Elizabethan society in 1558 • Understand the challenges Elizabeth faced • Understand the extent of the Puritan challenge to Elizabeth I and how she was threatened by foreign powers • Understand why Mary Queen of Scots had a claim to the English throne • Understand why Mary was executed • Understand the key points of the Revolt of the Northern Earls • Understand Elizabeth I's foreign policy aims and how that affected relations with Spain	• End of lesson quizzes/questions • Fortnightly extended answer questions for homework • End of topic assessments • exam style questions	• Textbook: History- medicine through time, c1250-present Pearson • BBC bitesize • https://www.youtube.com/watch?v=iqehK_WpaLo • https://www.youtube.com/watch?v=mBJniv52Ww8 • https://www.youtube.com/watch?v=j8HmPNgOC2Q&list=PLMolPWtF01b-qEZVYtIzul2A77g6bgS3E • https://www.youtube.com/playlist?list=PLMolPWtF01b-qEZVYtIzul2A77g6bgS3E

Maths	**Topic: Multiplicative reasoning** • Find an amount after repeated percentage changes • Solve growth and decay problems • Solve problems using an iterative process • Convert between metric speed measures • Use a formula to calculate speed and acceleration • Solve problems involving compound measures • Use direct and inverse proportion	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• **Textbook title:** Edexcel GCSE (9-1) • https://senecalearning.com/en-GB/blog/gcse-maths-revision/ • https://mathsmadeeasy.co.uk/gcse-maths-revision/
PE	**Basketball** • Use the correct technique when dribbling a ball when in a game • Pass a ball to a team member using the correct technique • Use a variety of throws to pass the ball to my team members • Use the correct technique to shoot a ball into a hop • Use the correct technique to defend the hoop • Apply strategies to attack and outwit opponents • Move around the pitch in a game and find an open space to receive the ball	Formative ongoing Teacher Assessment	• https://peplanning.org.uk/the-staffroom/ • https://www.thepeshed.com/resources
RSE	**Topic: Criminal Consequences of Viewing and Sharing Indecent Images of Children** **To recognise:** • What constitutes a criminal offence in regard to viewing or sharing indecent images of children • That sharing or viewing indecent images of children carries severe penalties, including jail • The impact and consequences on families when a family member is found guilty of viewing or sharing indecent images • How to access advice and support if we suspect someone is being exploited or abused	• Revisit the Prior Knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)

Religious Studies (RS)	**Topic: Relationships and Families** • Understand Muslim teachings about human sexuality • Learn about Muslim beliefs and teachings about sexual relationships before and outside marriage • Understand Muslim beliefs about family planning and the use of contraception within marriage • Consider the Muslim beliefs about the nature and purpose of marriage/Understand Muslim teachings about divorce and remarriage	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Textbook title: Religious Studies A- Islam • www.kerboodle.com
Science	**Topic: Acid and Alkaline** • Write word equations and write balanced chemical equations, and ionic equation including the use of the state symbols (s), (l), (g) and (aq) • Explain why, if soluble salts are prepared from an acid and a soluble reactant: a) titration must be used • Explain the general reactions of aqueous solutions of acids with: a) metals b) metal carbonates to produce salts • Describe the chemical test for: a) hydrogen b) carbon dioxide (using limewater) • Recall the general rules which describe the solubility of common types of substances in water • Predict, using solubility rules, whether or not a precipitate will be formed when named solutions are mixed together, naming the precipitate if any • Describe the method used to prepare a pure, dry sample of an insoluble salt **Topic: Calculating Masses** • Calculate the relative formula mass of a substance from relative atomic masses • Calculate the empirical formula of a compound from the masses of the elements it contains • Deduce the molecular formula for a compound from its empirical formula and its relative formula mass • Describe an experiment to determine the empirical formula for a compound • Calculate the mass of product formed from a given mass of reactant, using a balanced equation • Calculate the mass of a reactant needed to produce a given amount of product, using a balanced equation	• Exam style questions for homework every other week. • Assessments in exam conditions • End of lesson quizzes • Exam style questions for homework • Continued assessments in class • Timed, exam style question	• **Textbook title:** Edexcel GCSE (9-1) combined science • BBC bitesize • https://www.bbc.co.uk/bitesize/subjects/zh3rkqt • www.savemyexams .com

	• Calculate the concentration of a solution in g dm–3 • Calculate the number of moles of particles in a given mass of a certain substance and vice versa • Calculate the number of particles in a given number of moles or mass of a substance and vice versa • Explain that the mass of a product formed in a reaction is controlled by the mass of reactant that is not in excess • Deduce the balanced equation for a reaction from the masses of reactants and/or products **Electrolysis** • Explain the movement of ions during electrolysis, in which: • a) positively charged cations migrate to the negatively charged cathode b) negatively charged anions migrate to the positively charged anode • Explain the formation of the products in the electrolysis, using inert electrodes, of some electrolytes, including: a) copper chloride solution b) sodium chloride solution c) sodium sulphate solution d) water acidified with sulfuric acid e) molten lead bromide (demonstration) • Predict the products of electrolysis of other binary, ionic compounds in the molten state • Explain formation of the products in the electrolysis of copper sulphate solution, using copper electrodes, and how this electrolysis can be used to purify copper • Core practical: Investigate the change in mass of the anode and of the cathode, when copper sulphate solution is electrolysed between copper electrode **CC11 Obtaining and using metals** • Explain where metals come from, including ores and the Earth's crust. • Describe how metals are extracted from their ores. • Explain how the reactivity series is used to determine how a metal can be extracted. • Describe extraction by heating with carbon for metals below carbon in the reactivity series. • Describe electrolysis as a method of extracting metals more reactive than carbon. • Write and balance chemical equations for metal extraction reactions. • Explain why some metals are found uncombined in the Earth's crust. • Describe the environmental impacts of metal extraction, including mining, waste and energy use.		

	• Explain how metals can be recycled and identify the advantages of recycling. • Relate the properties of metals to their uses, including conductivity, strength, density and resistance to corrosion. • Explain why alloys are used instead of pure metals for some applications. • Compare the advantages and disadvantages of extracting new metals versus recycling existing metals. **CC12 Reversible Reactions and equilibrium** • Define a reversible reaction and use the symbol ⇌ to represent one. • Explain that reversible reactions can occur in both directions. • Describe dynamic equilibrium as a state where the forward and reverse reactions occur at equal rates. • Explain that the concentrations of reactants and products remain constant at equilibrium, but are not necessarily equal. • Understand that equilibrium can only be reached in a closed system. • Predict the effect of changing temperature on the position of equilibrium. • Predict the effect of changing pressure on equilibria involving gases. • Explain the effect of changing concentration on the position of equilibrium. • Use Le Chatelier's principle to explain how equilibrium responds to changes in conditions. • Explain the effect of catalysts on reversible reactions, including that they speed up both forward and reverse reactions equally. • Understand that a catalyst does not change the position of equilibrium or the equilibrium yield. • Apply equilibrium principles to industrial processes, such as the Haber process. • Explain the compromises made in industrial reactions between yield, rate, temperature and pressure. • Interpret graphs showing changes in concentration and equilibrium. • Use equilibrium concepts to predict how changing conditions affects the amount of product formed.		