

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Classroom Rules and Expectations	Classroom Rules and Expectations	Understand what is expected in MSC classroom	Critically think Collaborative classroom (student led)
	2	Unit-1 Introduction to Global Ethics	Global Ethics in the context of Global Issues	Explain ethics and ethical enquiry in the context of international relations.	Meta-thinking (self-regulation), Analysing (critical or logical thinking), Problem-solving, Communication, Research skills.
	3	Unit-1 Introduction to Global Ethics	International Relations of the UAE	Discuss foreign relations of the UAE and its role in various international organisations and forums.	Analysing- Critical thinking, Collaboration, Communication, Research skills
	4	Unit-1 Introduction to Global Ethics	Global Ethical Challenges	Discuss the key ethical challenges humanity faces and methods of searching for advanced information about them.	Critically think Collaborative classroom (student-led)
	5	Unit-1 Introduction to Global Ethics	World Moral Challenges	Identify the key moral challenges to humanity and discuss the ways to overcome these.	Linking- Connection Finding, Collaboration, Problem-solving, Communication
	6	Unit-1 Introduction to Global Ethics	Dealing with Global Ethical Challenges	Outline some ways to alleviate a specific global ethical challenge undertaken by the people, countries, and regional and international organisations.	Creativity, Collaboration, Critical Thinking, Communication, and Research skills

	7	Mon 10th Staff PD	Unit-2 Financial Awareness- Project Introduction	Project Introduction-Realising the value of Money, the dangers of wealth and greed, how wealth can be a force for good, the development of entrepreneurship skills, Becoming an entrepreneur	Creativity, Collaboration, Critical Thinking, Communication, and Research skills
	8	Unit-2 Financial Awareness- Project Presentation	Project Presentation	Make informed decisions on responsible budgeting, saving, investing and borrowing in response to the business plan. Develop their entrepreneurial skills by being asked to invest in a 'business' - produce a business plan and take financial decisions based on how the company is coping with economic and Global pressures. Provide evidence that they have acted responsibly. When using money, for example, opening a Bank account and using a budget that combines necessities and luxuries.	Critically think Collaborative classroom (student-led)
	9	Unit- 3 UAE History and Heritage	The UAE landscape and Jebel Faya	Identify the paths humans took to move from Africa to the Arabia peninsula. Describe the life of ancient Jebel Faya and Jebel Buhaish. Discuss the importance of preserving cultural heritage sites like Jebel Faya and Jebel Buhaish.	Creativity, Collaboration, Critical Thinking, Communication, and Research skills
Term 1.2	1	Reflection Time	Designated time to reflect upon their learning.		Reflection, self- assessment
	2	Unit- 3 UAE History and Heritage	The Bronze Age and Umm an- Nar	Discuss the Umm an- Nar culture and its uniqueness regarding how people were treated and its economic development. Describe the key elements of the Bronze Age.	Creativity, Critical Thinking, Communication, and Research skills

	3	Unit- 3 UAE History and Heritage	The Impact of the Falaj during the Iron Age	Identify how falaj works and its importance to a community. Explain why there is a need to recognise and preserve world heritage sites like the Al Ain Oasis.	Critically think, Independent Enquiry, Collaborative classroom (student-led)
	4	Unit- 3 UAE History and Heritage	Domestication of Camels and Muweilah	Describe the effect that dromedary camels had on society at the time. Discuss the importance of the city of Muweilah in the history of the UAE.	Research, presentation, collaboration, and linking
		Unit- 3 UAE History and Heritage	Shipbuilding and Trade: Ed- Dur and the Arabian Gulf	Identify the scale to which ED- Dur and Dibba were centres of the UAE area. Describe the effects of travel on the spread of diseases.	