


















[illegible]

pathogens investigation	<ul style="list-style-type: none"> • Use your knowledge to identify variables. • Construct a scientific table. • Collect results from a scientific investigation 	UAE stopped from spreading?		
4) Stopping the spread of pathogens analysis	<ul style="list-style-type: none"> • Collect data for an investigation • Plot data onto a graph • Justify the type of graph for a set of results. • Draw a graph of your results. • Interpret the graph you have drawn. 	<ul style="list-style-type: none"> • Working scientifically, calculate, analyze, evaluate 	 <p>The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.</p>	Guided reading and BBC Bitesize.
5) Treating communicable diseases	<ul style="list-style-type: none"> • Evaluate your knowledge. • Recognise areas of improvement and what went well. • Reflect on your knowledge. 	<ul style="list-style-type: none"> • Working scientifically, application • Treatments in the UAE 		Guided reading and BBC Bitesize.
6) Test		<ul style="list-style-type: none"> • Revise and reflect 	 <p>Work diligently and work systematically. -Not be satisfied until high quality, appropriate precision and the desired outcome are achieved.</p>	Guided reading and BBC Bitesize.
7) Feedback	<ul style="list-style-type: none"> • Evaluate your knowledge. • Recognise areas of improvement and what went well. • Reflect on your knowledge. 	<ul style="list-style-type: none"> • Revise and reflect 	 <p>The ability to monitor, evaluate and self-correct.</p>	Guided reading and BBC Bitesize.
				Guided reading and BBC Bitesize.

2) Breathing	<p>organ systems and organisms.</p> <ul style="list-style-type: none"> • Create a diagram to illustrate the levels of organization. • Apply your knowledge to label the respiratory system. • Outline how gases move into and out of the lungs. • Create a leaflet to explain how smoking affects the body. 	<ul style="list-style-type: none"> • Working scientifically, application, recall. • Effects of Shisha on the body. 	<div data-bbox="980 100 1096 283">  <p>LINKING Big picture thinking</p> </div> <p>The ability to work with extensive ideas and holistic concepts</p> <div data-bbox="980 436 1096 619">  <p>EMPATHETIC Collaborative</p> </div> <p>The ability to seek out opportunities to receive responses to your work.</p> <ul style="list-style-type: none"> -Present your own views and ideas clearly and concisely. -Listen to the views of others -Be willing and able to work in teams -Take a variety of roles and be able to evaluate your own ideas and contributions 	Guided reading and BBC Bitesize.
3) Respiration	<ul style="list-style-type: none"> • Distinguish between respiration and breathing. • Write the word equations for aerobic and anaerobic respiration. • Justify when we respire aerobically or anaerobically. 	<ul style="list-style-type: none"> • Working scientifically, application • Athletes in the UAE and effects of exercise on respiration. • Recall, application and working scientifically • Effects of sunlight on crops on the UAE compared to Iceland. 	<div data-bbox="980 1171 1117 1339">  <p>AGILE Creative and Enterprising</p> </div> <p>The ability to be open-minded and flexible in your thought processes.</p> <ul style="list-style-type: none"> -Demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation. <div data-bbox="980 1745 1096 1927">  <p>HARD WORKING Perseverance</p> </div> <p>Persist in effort.</p>	<p>Guided reading and BBC Bitesize.</p> <p>Guided reading and BBC Bitesize.</p>
4) Photosynthesis	<ul style="list-style-type: none"> • Use your knowledge to define photosynthesis 			

5) Photosynthesis Analysis	<ul style="list-style-type: none"> Write the word equation for photosynthesis Design an investigation into photosynthesis Justify the type of graph for a set of results. Draw a graph of your results. Interpret the graph you have drawn. 	<ul style="list-style-type: none"> Working scientifically, application 	<p>-Work diligently and work systematically. -Not be satisfied until high quality, appropriate precision and the desired outcome are achieved.</p>  <p>The ability to abandon one idea for a superior one or generate multiple solutions.</p>	Guided reading and BBC Bitesize.
6) Test 7) Feedback	<ul style="list-style-type: none"> Evaluate your knowledge. Recognise areas of improvement and what went well. Reflect on your knowledge. Evaluate your knowledge. Recognise areas of improvement and what went well. Reflect on your knowledge. 	<ul style="list-style-type: none"> Revise and reflect Revise and reflect Recall, apply and evaluate 	 <p>Become more receptive to other ideas and beliefs based on the arguments of others.</p>	<p>Guided reading and BBC Bitesize.</p> <p>Guided reading and BBC Bitesize.</p> <p>Guided reading and BBC Bitesize.</p>
<u>Human Impacts on the Environment</u> 1) Evolution	<ul style="list-style-type: none"> Use your knowledge to define evolution Interpret information to explain Darwin's theory of evolution Evaluate the use of fossils as evidence of evolution 		 <p>Be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies</p>	

<p>2) Speciation</p>	<ul style="list-style-type: none"> • Use your knowledge to define adaptation and competition • Outline how speciation occurs • Interpret information to define species. 	<ul style="list-style-type: none"> • Recall, working scientifically • Species of animals in UAE. 	<div data-bbox="982 100 1096 273">  <p>META THINKING Intellectual confidence</p> </div> <p>The ability to articulate personal views based on evidence.</p>	<p>Guided reading and BBC Bitesize.</p> <p>Guided reading and BBC Bitesize.</p>
<p>3) Human Population</p>	<ul style="list-style-type: none"> • Interpret a graph on human population growth. • Outline how humans are sustaining such a large population and their impact on the environment. • Justify how farming could be made more ethical and environmentally friendly 	<ul style="list-style-type: none"> • Working scientifically, application. • How could we make farming more sustainable in the UAE? 	<div data-bbox="982 604 1096 777">  <p>META THINKING Strategy planning</p> </div> <p>The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.</p> <div data-bbox="982 1108 1112 1249">  <p>HARD WORKING Perseverance</p> </div> <p>The ability to keep going and not give up. -Face obstacles and difficulties but never give up.</p>	<p>Guided reading and BBC Bitesize.</p> <p>Guided reading and BBC Bitesize.</p>
<p>4) Global Warming</p>	<ul style="list-style-type: none"> • Create a diagram to explain global warming • Distinguish between global warming and the greenhouse effect. • Argue how we can combat global warming. 	<ul style="list-style-type: none"> • Recall, working scientifically • What is the UAE doing to reduce global warming? • Working scientifically, application, evaluate 	<div data-bbox="982 1480 1112 1675">  <p>ANALYSING Critical or logical thinking</p> </div> <p>The ability to deduct, hypothesise, reason, seek supporting evidence.</p>	<p>Guided reading and BBC Bitesize.</p> <p>Guided reading and BBC Bitesize.</p>

	<ul style="list-style-type: none"> • Use your knowledge to describe the Bernoulli Principle • Use your knowledge to describe the Magnus Effect • Evaluate how the Magnus effect is used in sports 		 <p>The ability to take an objective view of different ideas and beliefs -Become more receptive to other ideas and beliefs based on the arguments of others -Change ideas should there be compelling evidence to do so.</p>  <p>The ability to generate ideas</p>	
5) Test 6) Feedback	<ul style="list-style-type: none"> • Evaluate your knowledge. • Recognise areas of improvement and what went well. • Reflect on your knowledge. 	<ul style="list-style-type: none"> • Revise and reflect 	 <p>The ability to develop a belief in your knowledge, understanding and action.</p>	Guided reading and BBC Bitesize.
End of term				