



Aim High Study Progress Programme  
Year 10  
September 2021

Area for learning	Focus	Activities	Useful Websites/Apps
English 1 <sup>st</sup> Language	<b>Descriptive Writing</b> <b>Summary Writing</b> To understand the descriptive and summary writing tips.	<ul style="list-style-type: none"><li>• Watch the video on the website provided, write a descriptive piece based on the topic 'Adopt a puppy'</li></ul>	<a href="http://polaris.umuc.edu/ewc/web/writ_describe.html">http://polaris.umuc.edu/ewc/web/writ_describe.html</a>
English 2 <sup>nd</sup> Language	<b>Letter Writing</b>	<ul style="list-style-type: none"><li>• Create your own blog. There are several free blog sites that make it easy to get started. Writing for an audience gives a meaningful purpose — a reason to use the reading and writing skills.</li><li>• Build a climate of words at home. Share experiences and rich talk about those experiences. The basis of good writing is good talk.</li><li>• Use Writing Prompts – to help your child begin a letter. An example of a writing prompt is—</li><li>• Pretend you are the first person to create a flying car. Write a letter and tell your friend about what the car would look like and how it would work.</li></ul>	<a href="http://www.parapal-online.co.uk/letters.html">www.parapal-online.co.uk/letters.html</a> <a href="http://www.usingenglish.com">www.usingenglish.com</a> <a href="http://www.wikihow.com">www.wikihow.com</a> <a href="http://www.visionwebdirectory.com">www.visionwebdirectory.com</a> <a href="http://www.articleteller.com">www.articleteller.com</a>



Aim High Study Progress Programme  
Year 10  
September 2021

		<ul style="list-style-type: none"> <li>• Indulge in discussion with your friends on various topics like-</li> <li>• Is developing nuclear energy for commercial use justified?</li> <li>• Is censoring the media effective?</li> <li>• Should all students should have an after-school job?</li> </ul>	
<b>English Literature</b>	<b>Introduction to Literature.</b>	<ul style="list-style-type: none"> <li>• Discuss the following topics with your child and create a flowchart or PPT based on the ideas and opinions generated.</li> <li>• Does Art Imitate Life or Does Life imitate Art?</li> <li>• What is the purpose of turning Historical Characters and Events into plays or movies? How does it affect viewers?</li> <li>• How can we define the term 'literature'?</li> <li>• Who determines if a book, has literary worth?</li> </ul>	<a href="https://www.theschooloflife.com/thebookoflife/what-is-literature-for-3/">https://www.theschooloflife.com/thebookoflife/what-is-literature-for-3/</a> <a href="https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defines-humanity/">https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defines-humanity/</a>
<b>Mathematics (Accelerated)</b>	<b>GRAPHS OF FUNCTIONS</b> <b><u>Straight line graphs,</u></b> <b><u>Quadratic Graphs, Cubic graphs, reciprocal and exponential graphs</u></b>	<ul style="list-style-type: none"> <li>• Research on the application of quadratic graphs in calculating areas, determining a product's profit or formulating the speed of an object.</li> <li>• Research on the application of Quadratics in Athletics- events like shot puts, javelin</li> </ul>	<a href="https://www.youtube.com/watch?v=cptHPWbLxRE">https://www.youtube.com/watch?v=cptHPWbLxRE</a> <a href="https://www.youtube.com/watch?v=7C3f-sYMNCU">https://www.youtube.com/watch?v=7C3f-sYMNCU</a>



Aim High Study Progress Programme  
Year 10  
September 2021

	<p>To calculate the gradient of a straight line.</p> <p>To find the equation of a straight line from the given coordinates.</p> <p>To draw the quadratic, cubic or reciprocal graphs for the given equations.</p> <p>To solve associated equations approximately by graphical methods.</p> <p>To draw and interpret graphs representing exponential growth and decay problems</p> <p>To estimate gradients of curves by drawing tangents.</p> <p>To find the roots and turning points</p>	<ul style="list-style-type: none"><li>Finding Speed: quadratic equations are useful in calculating the speed. Ex: Avid</li></ul> <p>Quadratic equations are also useful in calculating speeds. Avid kayakers, for example, use quadratic equations to estimate their speed when going up and down a river.</p>	<p><a href="https://www.youtube.com/watch?v=Gqag0QJZKtk">https://www.youtube.com/watch?v=Gqag0QJZKtk</a></p> <p><a href="https://www.youtube.com/watch?v=o8hSEVq2AOg">https://www.youtube.com/watch?v=o8hSEVq2AOg</a></p> <p><a href="https://www.youtube.com/watch?v=SVQ2lq-VRkM">https://www.youtube.com/watch?v=SVQ2lq-VRkM</a></p> <p><a href="https://www.youtube.com/watch?v=cptHPWbLxRE&amp;t=26s">https://www.youtube.com/watch?v=cptHPWbLxRE&amp;t=26s</a></p> <p><a href="https://www.youtube.com/watch?v=lyYHsKRC7os">https://www.youtube.com/watch?v=lyYHsKRC7os</a></p>
--	---	--	--



Aim High Study Progress Programme  
Year 10  
September 2021

<p><b>Mathematics (Extended)</b></p>	<p><b>NUMBER</b></p> <ul style="list-style-type: none"> <li>To review converting recurring decimals to fractions, reverse percentage, simple and compound interest, bounds</li> <li>Solve problems on exponential growth and decrease</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>Change the subject of a complicated formula.</li> <li>To review factorizing difference of squares</li> <li>To review factorizing quadratic expression</li> </ul>	<ul style="list-style-type: none"> <li>Challenge yourself with different recurring decimals. Convert them to fractions and check with calculator.</li> <li>What kind of investment is beneficial for you in the long run? Simple interest or compound interest? Explain with an example.</li> <li>Research on the different situations where we need to apply the rules of bounds.</li> <li>Create complicated algebraic formulae and change the subject.</li> </ul>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/number/percentagesrev2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/number/percentagesrev2.shtml</a></p> <p><a href="https://www.basic-mathematics.com/simple-vs-compound-interest.html">https://www.basic-mathematics.com/simple-vs-compound-interest.html</a></p> <p><a href="https://corbettmaths.com/2013/05/28/lower-and-upper-bounds/">https://corbettmaths.com/2013/05/28/lower-and-upper-bounds/</a></p> <p><a href="https://www.mathsisfun.com/algebra/factoring.html">https://www.mathsisfun.com/algebra/factoring.html</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/factoringshirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/factoringshirev1.shtml</a></p>
--------------------------------------	--	--	--



Aim High Study Progress Programme  
Year 10  
September 2021

	<p>of the form <math>ax^2 + bx + c</math> where <math>a \neq 1</math></p> <ul style="list-style-type: none"> <li>Solve a quadratic equation of the form <math>ax^2 + bx + c = 0</math> by factorization, formula and completing the square</li> </ul> <p>Solve compound linear inequalities</p>	<ul style="list-style-type: none"> <li>Make notes on solving quadratic equations by factorisation, by formula and by completing the square.</li> <li>Create word problems on the applications of inequalities. Frame the inequality and find the possible values which satisfies it.</li> </ul>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/quadequationshirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/quadequationshirev1.shtml</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/formulaehirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/formulaehirev1.shtml</a></p>
<b>Physics</b>	<p><b><u>Length and time</u></b></p> <ul style="list-style-type: none"> <li>Use ruler and measuring cylinders to determine the length or volume.</li> <li>Use clocks and devices for measuring an interval of time</li> </ul>	<ul style="list-style-type: none"> <li>Wrapping a length of thread 10 times round a boiling tube, measuring the length of thread and then calculating the circumference of the tube.</li> <li>Timing 20 swings of a pendulum to find the period.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4: Past Paper Question Alternative to Practical 1.</li> <li>IGCSE Physics Coursebook CD-ROM Activity Sheet 1.1</li> </ul>



Aim High Study Progress Programme  
Year 10  
September 2021

	<ul style="list-style-type: none"><li>• Use a micrometre screw gauge to measure the thickness.</li><li>• Measure and describe how to measure a short interval of time(including the period of a pendulum)</li></ul> <p><b><u>Describing Motion</u></b></p> <ul style="list-style-type: none"><li>• Calculate the area under a speed/time graph to work out the distance travelled for motion with constant acceleration</li></ul>	<ul style="list-style-type: none"><li>• Define speed and velocity. Calculate speed from total distance/total time</li><li>• Plot and interpret a speed/time graph or a distance/time graph</li><li>• Recognize from the shape of a speed/time graph when a body is<ul style="list-style-type: none"><li>- at rest</li><li>- moving with constant</li><li>-speed</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Some good work on velocity and acceleration with</li><li>• animations for student use:</li><li>• <a href="http://www.fearofphysics.com/Xva/xva">www.fearofphysics.com/Xva/xva</a></li></ul>
--	---	---	---

Aim High Study Progress Programme  
 Year 10  
 September 2021

	<ul style="list-style-type: none"> <li>• Demonstrate some understanding that acceleration is related to changing speed</li> <li>• State that the acceleration of free fall for a body near to the Earth is constant.</li> <li>• Distinguish between speed and velocity</li> <li>• Describe qualitatively the motion of bodies falling in a uniform gravitational field with and without air resistance (including</li> </ul>		<ul style="list-style-type: none"> <li>• Make your own space shuttle:</li> <li>• <a href="http://www.nasaexplores.com/">www.nasaexplores.com/</a></li> <li>• Stopping distances can be found from:</li> <li>• <a href="http://www.driveandstayalive.com/info%20section/stopping-distances.htm#stop-dist_table-for-dry-road">www.driveandstayalive.com/info%20section/stopping-distances.htm#stop-dist_table-for-dry-road</a></li> <li>• Instructions here for a fun investigation involving ideas around terminal velocity: <a href="http://www.school.discovery.com/lessonsplans/">www.school.discovery.com/lessonsplans/</a></li> </ul>
--	--	--	---



Aim High Study Progress Programme  
Year 10  
September 2021

	reference to terminal velocity)		
<b>Chemistry</b>	<p><b>The particulate nature of matter</b></p> <ul style="list-style-type: none"> <li>explain interconversion in terms of the kinetic particle theory.</li> <li>Describe and explain diffusion.</li> <li>State evidence for Brownian motion</li> <li>Describe and explain dependence of rate</li> </ul> <p>Experimental Techniques</p> <ul style="list-style-type: none"> <li>Describe paper chromatography</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrate sublimation by heating ammonium chloride in an evaporating dish and collecting the solid on the sides of an inverted filter funnel above the dish.</b></li> <li><b>Simulation explaining Brownian motion</b></li> <li><b>Experimental work like purification of an impure solid</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/guides/zthyj6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zthyj6f/revision/1</a></li> <li><a href="https://sites.google.com/site/internationalgcsechemistry/year-9-topics/states-of-matter">https://sites.google.com/site/internationalgcsechemistry/year-9-topics/states-of-matter</a></li> <li><a href="https://www.youtube.com/watch?v=4m5JnJBq2AU&amp;t=1s">https://www.youtube.com/watch?v=4m5JnJBq2AU&amp;t=1s</a></li> </ul>

Aim High Study Progress Programme  
 Year 10  
**September 2021**

	<ul style="list-style-type: none"> <li>• Interpret simple chromatograms</li> <li>• Assessing purity by melting and boiling point information</li> <li>• Explain methods of purification by the use of a suitable solvent, filtration, crystallisation and distillation</li> </ul>	<b>Demonstration of the purification process distillation and performing filtration and crystallisation</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/ztxwvtv4/revision/4">https://www.bbc.co.uk/bitesize/guides/ztxwvtv4/revision/4</a></li> <li>• <a href="https://sites.google.com/site/igcsechemistry2017/home/year-9-topics/9-1-prior-knowledge/9-01-2-methods-of-separation">https://sites.google.com/site/igcsechemistry2017/home/year-9-topics/9-1-prior-knowledge/9-01-2-methods-of-separation</a></li> <li>• <a href="https://www.youtube.com/watch?v=peofSydfTpo">https://www.youtube.com/watch?v=peofSydfTpo</a></li> </ul>
<b>Biology</b>	<p><b>Characteristics of living organisms:</b></p> <ul style="list-style-type: none"> <li>• To define the basic characteristics of living organisms.</li> <li>• To describe the characteristics of living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the students to prepare a mind map showing various characters of living organisms.</li> <li>• Construct a chart or a leaflet to distinguish between the various groups of living things.</li> </ul>	<p><a href="http://sciencenetlinks.com/lessons/classify-that/">http://sciencenetlinks.com/lessons/classify-that/</a>  <a href="https://www.tes.com/teaching-resource/classification-of-living-things-card-sort-activity-6425292">https://www.tes.com/teaching-resource/classification-of-living-things-card-sort-activity-6425292</a></p>



Aim High Study Progress Programme  
Year 10  
September 2021

	<p><b><u>Concept and use of a classification system:</u></b></p> <ul style="list-style-type: none"><li>• To state the importance of classification and to define species.</li><li>• To define and describe the binomial system of nomenclature and its importance.</li><li>• To explain that classification systems aim to reflect evolutionary relationships.</li><li>• To explain that the sequences of bases in DNA are used as accurate means of classification.</li><li>• Explain that organisms that share a more similar</li></ul>	<ul style="list-style-type: none"><li>• Develop a maze/ puzzle/word search on classification of living things</li><li>• Research on the history of classification.</li><li>• Make an easy study tool like chip-chop to study the classification.</li><li>• Consider the real-life examples and give the scientific names of some local organisms.</li><li>• Create a dichotomous key using their knowledge on the topic.</li></ul>	<p><a href="https://www.pinterest.com/pinningteacher/classifying-living-things/?lp=true">https://www.pinterest.com/pinningteacher/classifying-living-things/?lp=true</a></p> <p><a href="https://www.pinterest.com/pin/431923420500564105/">https://www.pinterest.com/pin/431923420500564105/</a></p> <p><a href="https://www.pinterest.com/pin/431923420496678124/">https://www.pinterest.com/pin/431923420496678124/</a></p> <p><a href="http://shapeoflife.org/sites/default/files/SoL-Lesson-Classification-comm.pdf">http://shapeoflife.org/sites/default/files/SoL-Lesson-Classification-comm.pdf</a></p> <p><a href="http://www.cpalms.org/Public/PreviewResourceLesson/Preview/128826">http://www.cpalms.org/Public/PreviewResourceLesson/Preview/128826</a></p>
--	---	--	--



Aim High Study Progress Programme  
Year 10  
**September 2021**

	<p>DNA sequence recent ancestor than that of a distant ancestor.</p> <ul style="list-style-type: none"> <li>List the features various group of organisms including vertebrates and invertebrates and viruses as well.</li> <li>To construct and use simple dichotomous keys based on the identifiable features.</li> </ul>		<p><a href="https://www.pinterest.com/pin/560064903642722842/">https://www.pinterest.com/pin/560064903642722842/</a>  <a href="http://www.saps.org.uk/secondary/teaching-resources/826-binomial-system">http://www.saps.org.uk/secondary/teaching-resources/826-binomial-system</a>  <a href="http://study.com/academy/lesson/binomial-nomenclature-definition-classification-system.html">http://study.com/academy/lesson/binomial-nomenclature-definition-classification-system.html</a>  <a href="https://oregonstate.edu/trees/dichotomous_key.html">https://oregonstate.edu/trees/dichotomous_key.html</a></p>
<p><b>Food and Nutrition</b></p>	<p><b><u>Food preservation</u></b></p> <ul style="list-style-type: none"> <li>Reasons for preserving food.</li> </ul>	<p>Pupils store frozen peas with a variety of preservatives in order to Investigate their effects.</p> <ul style="list-style-type: none"> <li>Label five glass bottles A - E. Put your initials and the date on each tube.</li> </ul>	<p><b>Useful websites</b></p> <ul style="list-style-type: none"> <li><a href="http://youtu.be/S12zZhdOckc">http://youtu.be/S12zZhdOckc</a></li> </ul>



Aim High Study Progress Programme  
Year 10  
September 2021

	<ul style="list-style-type: none"><li>• Methods of preservation and an understanding of the principles involved:</li><li>• heating – canning, bottling</li><li>• removal of moisture – dehydrating</li><li>• reduction in temperature – freezing</li><li>• chemical preservation – sugar, salt, vinegar</li><li>• modified atmosphere packaging</li><li>• irradiation</li></ul>	<ul style="list-style-type: none"><li>• Use forceps to put three peas (these were frozen peas) in each bottle.</li><li>• Treat the bottle and the peas in the following ways:</li><li>• Tube A - add nothing to this tube</li><li>• Tube B - half fill with water</li><li>• Tube C - half fill with a strong salt solution</li><li>• Tube D - half fill with a strong sugar solution</li><li>• Tube E - half fill with vinegar</li><li>• Air tight each bottle.</li><li>• Put tube A in the refrigerator.</li><li>• Leave tubes B - E in a warm place for 24hours and 72hours.</li><li>• Construct a results table into which you will be able to put your observations from each tube. You will be looking at what has happened to both the peas and the liquid. You will need to decide whether the peas look different to normal. A cloudy liquid shows that mould is beginning to grow.</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://bit.ly/use-by-or-best-before">bit.ly/use-by-or-best-before</a></li><li>• <a href="http://practicalaction.org/technical-briefs-schools-food">http://practicalaction.org/technical-briefs-schools-food</a></li><li>• <a href="http://practicalaction.org/zeer-pot-fridge">practicalaction.org/zeer-pot-fridge</a></li><li>• <a href="http://youtu.be/ZNKifJHqScc">http://youtu.be/ZNKifJHqScc</a></li><li>• <a href="http://practicalaction.org/solar-drying-2">practicalaction.org/solar-drying-2</a></li></ul>
--	---	---	---



**Aim High Study Progress Programme**  
**Year 10**  
**September 2021**

		<ul style="list-style-type: none"> <li>• 8 Observe and tabulate your findings after 24 hours and 72 hours.</li> <li>• Compare the differences from A- E and note with reasoning.</li> </ul> <p><b>Suggestions for further investigations</b></p> <ul style="list-style-type: none"> <li>• Make a survey of the sorts of foods you and your friends have at home. What methods of food preservation are used? For how long will the different foods using the different methods of preservation stay fresh?.</li> </ul>	
<p><b>Economics</b></p>	<p>The Nature of the Economic Problem</p>	<ul style="list-style-type: none"> <li>• Research on examples of the economic problem in the contexts of: consumers; workers; producers; and governments and create a mind map – using mind meister.com</li> <li>• State ten scarce resources – using a padlet link.</li> <li>• Why are recourses scarce? Discuss and write down your ideas. Prepare a poster using Canva.com</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.tutor2u.net/economics/reference/basic-economic-problem-quizlet-activity">https://www.tutor2u.net/economics/reference/basic-economic-problem-quizlet-activity</a></li> <li>• <a href="https://www.economicshelp.org/blog/15276/economics/examples-of-economic-problems/">https://www.economicshelp.org/blog/15276/economics/examples-of-economic-problems/</a></li> </ul>



Aim High Study Progress Programme  
Year 10  
September 2021

			<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=1cYMW5d_bn4">https://www.youtube.com/watch?v=1cYMW5d_bn4</a></li> </ul>
<b>Accounting</b>	Accounting Concepts	<ul style="list-style-type: none"> <li>• Research and identify difference between Accounting and Book keeping. If you are starting a business of your own make a chart of accounting and financial records that you may need to keep.</li> <li>• Evaluate the use of Computers in Accounting in modern times.</li> <li>• Interview one or two small business owners you are familiar with and collect details of their financial accounting.</li> <li>• Make a glossary of ten basic Accounting terms and present these for classroom displays.</li> </ul>	<b>Useful Website:</b> <a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a> <a href="#">IGCSE Accounting by Catherine Cocoum</a> <a href="#">Financial Accounting by Frank Wood</a> <a href="http://www.tutor2u.net">www.tutor2u.net</a> <a href="http://www.bized.co.uk">www.bized.co.uk</a>
<b>Business Studies</b>	Forms Of Business Organizations Marketing	<ul style="list-style-type: none"> <li>• Explain with simple illustrations, how division of labour or specialization could be used to make food products.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.bized.co.uk">www.bized.co.uk</a></li> <li>• <a href="http://www.tutor2u.net">www.tutor2u.net</a></li> <li>• <a href="#">Interviews and Local newspapers and</a></li> </ul>



Aim High Study Progress Programme  
Year 10  
**September 2021**

		<ul style="list-style-type: none"> <li>Explain the possible advantages and disadvantages of using division of labour (or specialization of labour) to the business you choose.</li> </ul> <p>Present your findings in form of a Prezi.</p>	<p><a href="#">magazines. IGCSE Business Studies Text Books; www.tutor2u.net</a></p> <p><a href="#">www.dineshbakshi.co.uk;</a>  <a href="#">www.xtremepapers.net;</a>  <a href="#">www.cie.org.uk;</a> by Karen Barrington and Peter Simpson;  <a href="#">www.bized.co.uk</a></p>
<b>Travel and Tourism</b>	Travel& Tourism in the UAE	<p>Task A: Identify and provide examples of the main travel and tourism component activities present in the UAE .</p> <p>Place these into suitable categories, such as:</p> <ul style="list-style-type: none"> <li>- entertainment</li> <li>- travel</li> <li>- transport</li> <li>- catering</li> <li>- accommodation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">UAE’s tourist or visitor guide</a></li> <li><a href="#">UAE Tourist Board’s Destination Manual</a></li> <li><a href="#">Internet sites, e.g., local attractions and destinations.</a></li> </ul>



Aim High Study Progress Programme  
Year 10  
September 2021

		<p>- sport and leisure - other visitor attractions</p> <p><b>Task B</b> Research Career opportunities within each category by interviewing someone in the travel and tourism industry.</p>	<ul style="list-style-type: none"> <li>• <a href="#">the Columbus Guide to World Tourist Attractions</a></li> </ul>
<b>Sociology</b>	Research Methodology	<p>Conduct an interview or a survey using a questionnaire - Choose from the following topics:</p> <p>a. How healthy is canteen food? b. Percentage of students wearing correct and complete uniform c. Number of students completing and submitting homework in the first week of school.</p> <p><b>You need to create your own questionnaire.</b> Explain why you have chosen an interview or a questionnaire for your survey? Mention the advantages and disadvantages of each research methodology.</p>	<p><a href="http://www.sociology.org.uk">www.sociology.org.uk</a> <a href="http://www.cliffsnotes.com">www.cliffsnotes.com</a> <a href="http://www.sociology.about.com">www.sociology.about.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.surveymonkey.com">www.surveymonkey.com</a></p>
<b>Psychology</b>	How did you develop?	<p>1. Students will use various sources available to explore and understand early brain development, including the development of:</p> <p>a. forebrain b. midbrain</p>	<p><a href="http://psych.wisc.edu/braun/281/Outlines.html">http://psych.wisc.edu/braun/281/Outlines.html</a> <a href="http://www.sparknotes.com/psychology/">http://www.sparknotes.com/psychology/</a></p>



Aim High Study Progress Programme  
Year 10  
September 2021

		<p>c. hindbrain d. cerebellum e. medulla</p> <p>2. They will also explore and understand the role of education and intelligence, including Piaget’s Theory of Cognitive Development, and the four stages of cognitive development, including strengths and weaknesses of the theory:</p> <p>a. sensorimotor b. pre-operational c. concrete operational d. formal operational e. schemata/schemas f. assimilation g. accommodation h. equilibrium</p> <p>3. They will create their own revision flash cards on the topic and be able to engage in class discussions</p>	<p><a href="https://www.cliffsnotes.com/study-guides/psychology/psychology">https://www.cliffsnotes.com/study-guides/psychology/psychology</a></p>
--	--	--	--



**Aim High Study Progress Programme**  
**Year 10**  
**September 2021**

<b>Geography</b>	Population Dynamics <ul style="list-style-type: none"> <li>To analyse how world population is changing</li> </ul>	To create a demographic transition model and interpret the same.	Cambridge IGCSE and O level textbook.
<b>History</b>	Czarist Russia 1900-1917 <ul style="list-style-type: none"> <li>To examine the economic conditions during the czarist period</li> </ul>	Prepare a PPT on the economic conditions during the czarist period	<a href="https://www.youtube.com/watch?v=t1b3f2UykG0">https://www.youtube.com/watch?v=t1b3f2UykG0</a> <a href="https://www.youtube.com/watch?v=KOK1TMSyKcM">https://www.youtube.com/watch?v=KOK1TMSyKcM</a>
<b>Global Perspectives</b>	Introduction to Research and Perspectives	Use the internet to find <u>reliable sources</u> to research the topic: <ul style="list-style-type: none"> <li>Research the key issues in the topic Demographic change</li> <li>Choose one of the key issues and research it further.</li> <li>What are the causes and likely consequences of this issue you have chosen-?</li> <li>What are the different perspectives about the issue- global and national perspectives?</li> <li>What is your personal perspective about the issue?</li> <li>How could this issue be resolved? -suggest solutions at a personal level, national level and global level.</li> </ul>	Students select reliable sources to use.



Aim High Study Progress Programme  
Year 10  
September 2021

		<ul style="list-style-type: none"> <li>Present your research in your most suitable format-video, essay, prezzi, google slides etc.</li> </ul>	
<b>Environmental Management</b>	Rocks and Minerals	<p>Use the internet to research the Topic-Rocks and minerals. Use the following sub headings:</p> <ul style="list-style-type: none"> <li>Formation of rocks</li> <li>Extraction of rocks and minerals</li> <li>Impact of rock and mineral extraction</li> <li>Managing the impacts of mineral and rock extraction</li> </ul> <p>Sustainable use of rocks and minerals.</p>	<p><a href="https://www.usgs.gov/faqs/what-difference-between-a-rock-and-a-mineral?qt-news_science_products=0#qt-news_science_products">https://www.usgs.gov/faqs/what-difference-between-a-rock-and-a-mineral?qt-news_science_products=0#qt-news_science_products</a></p> <p><a href="https://www.americangeosciences.org/critical-issues/faq/what-are-main-mining-methods">https://www.americangeosciences.org/critical-issues/faq/what-are-main-mining-methods</a></p> <p><a href="https://minerals.org.au/towards-sustainable-mining">https://minerals.org.au/towards-sustainable-mining</a></p>
<b>ICT</b>	<p><u>LESSON OBJECTIVE</u> To create spreadsheets using MS EXCEL, and explore</p>	<p style="text-align: center;"><b>Home activities</b></p> <p style="text-align: center;"><b>How can you help your child at Home</b></p>	<p><a href="http://www.aceit-training.com">www.aceit-training.com</a> <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p>



Aim High Study Progress Programme  
Year 10  
September 2021

	<p>entering formulas, sort data and format cells</p> <p><b>LESSON OUTCOME</b> Will be able to create spreadsheet using MS EXCEL, use formulas and try test data in the model.</p>	<p>Microsoft <b>Excel</b> is a spreadsheet program <b>used</b> to store and retrieve numerical data in a grid format of columns and rows. <b>Excel</b> is ideal for entering, calculating and analyzing company data such as sales figures, sales taxes or commissions.</p> <p>Help the child:</p> <ul style="list-style-type: none"> <li>❖ Create the layout for spreadsheet data model</li> <li>❖ Enter formulae and simple function in spreadsheets</li> <li>❖ Manipulate the data</li> <li>❖ Test the data model</li> <li>❖ Sort the data model</li> <li>❖ Change the display and the format of cells</li> <li>❖ Change the size of row and column</li> </ul> <p style="text-align: center;">Adjust the page orientation</p>	<p><a href="https://www.udemy.com/excel-quickstart/">https://www.udemy.com/excel-quickstart/</a></p>
<p><b>Computer Science</b></p>	<p><b>Topic:</b> Binary Systems</p> <p><b>Learning Objective:</b></p>	<ul style="list-style-type: none"> <li>• Encourage your child to spend time practicing converting between binary and decimal and back again. A good</li> </ul>	<p><a href="https://www.youtube.com/watch?v=rsxT4FfRBaM">https://www.youtube.com/watch?v=rsxT4FfRBaM</a></p>



Aim High Study Progress Programme  
Year 10  
**September 2021**

	<ul style="list-style-type: none"> <li>• Students will be able to convert decimal numbers into binary and hexadecimal numbers.</li> <li>• Students will be able to explore about ASCII codes.</li> <li>• Students will be able to create pseudocode for converting between base system.</li> </ul>	<p>resource for practicing binary number conversions is the Cisco Binary Game.</p> <ul style="list-style-type: none"> <li>• Discuss with your child about ASCII chart to see how these different number systems are used to represent the symbols on the keyboard.</li> <li>• Motivate your child to spend time in developing a pseudocode that can be used to convert between any base system and our decimal number system. Also encourage them to create a report on these algorithms that can be presented and shared with others.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=VLfITjd3IWA">https://www.youtube.com/watch?v=VLfITjd3IWA</a></p>
<b>Physical Education</b>	Skeletal system	<ul style="list-style-type: none"> <li>• Find out how does the Skeleton contribute to performance in Sport?</li> <li>• Find out what are the different movements taking place in different joints while playing a game.</li> </ul>	<p><a href="http://www.teachpe.com">www.teachpe.com</a>  <a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a>  <a href="http://www.cie.org.uk">www.cie.org.uk</a>  <a href="http://www.innerbody.com">www.innerbody.com</a>  <a href="http://www.physicaleducation.co.uk">www.physicaleducation.co.uk</a></p>

Aim High Study Progress Programme  
 Year 10  
 September 2021

<b>Art</b>	AO2 and AO3	<p>To try works that best reflect growing independence in the refinement and development of ideas and personal outcomes.</p> <p>To engage in experimentation with a range of media, materials and techniques, including wet and dry mediums.</p>	<a href="http://www.studentartguide.com">www.studentartguide.com</a>
<b>French</b>	<ul style="list-style-type: none"> <li>• <b>Là où j'habite</b></li> </ul> <p>-Se présenter et dire où l'on habite.</p> <p>-Les articles indéfinis</p> <ul style="list-style-type: none"> <li>• <b>C'est comment chez toi?</b></li> </ul> <p>-Décrire votre logement</p> <p>-Les articles définis.</p> <ul style="list-style-type: none"> <li>• <b>Chez moi, je ...</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing : "Se présenter et dire où tu habites, décrire votre logement, décrire ce que vous faites dans chaque pièce"; students write a text (120-140 words), using the different articles, irregulars' verbs and adjectifs.</li> <li>• Reading : <a href="http://www.profmichelle.com/article-ma-maison-100641077.html">http://www.profmichelle.com/article-ma-maison-100641077.html</a> <a href="https://www.scribd.com/doc/146638871/comprehension-ecrite-la-maison">https://www.scribd.com/doc/146638871/comprehension-ecrite-la-maison</a></li> <li>• Listening : <a href="https://www.lepointdufle.net/ressources_fle/audio_maisondebruno.htm">https://www.lepointdufle.net/ressources_fle/audio_maisondebruno.htm</a></li> </ul>	<a href="https://www.lepointdufle.net/p/lexique_la_maison.htm#descriptionlogement">https://www.lepointdufle.net/p/lexique_la_maison.htm#descriptionlogement</a> <a href="https://fr.islcollective.com/francais-fle-fiches-pedagogiques/vocabulaire/maison">https://fr.islcollective.com/francais-fle-fiches-pedagogiques/vocabulaire/maison</a> <a href="https://www.podcastfrancaisfacile.com/vocabulaire/vocabulaire-de-maison-francais-fle-liste.html">https://www.podcastfrancaisfacile.com/vocabulaire/vocabulaire-de-maison-francais-fle-liste.html</a> <a href="http://flemotion.com/vocabulaire-maison-francais.html">http://flemotion.com/vocabulaire-maison-francais.html</a>

Aim High Study Progress Programme  
Year 10  
September 2021

	<p>-Décrire ce que vous faites dans chaque pièce</p> <p>-Les pronoms personnels et les verbes irréguliers (er) au présent</p>	<p><a href="http://www.galosophie.com/2015/12/les-pieces-de-la-maison-comprehension.html">http://www.galosophie.com/2015/12/les-pieces-de-la-maison-comprehension.html</a></p> <ul style="list-style-type: none"> <li>• Speaking :</li> </ul> <p>“Se présenter et dire où tu habites, décrire votre logement, décrire ce que vous faites dans chaque pièce”; students record the same text as an audio or video, using the different articles, irregulars’ verbs and adjectifs.</p>	<p><a href="https://français.lingolia.com/en/grammar/articles">https://français.lingolia.com/en/grammar/articles</a></p> <p><a href="https://www.agirenfrançais.com/file/les-verbess-irreguliers-du-français/">https://www.agirenfrançais.com/file/les-verbess-irreguliers-du-français/</a></p> <p><a href="https://français.lingolia.com/en/grammar/pronouns/personal-pronouns">https://français.lingolia.com/en/grammar/pronouns/personal-pronouns</a></p>
<b>Arabic (Arabs)</b>	<p>TOPIC:</p> <p>الأفعال الناسخة و الحروف الناسخة - التشبيه حديث شريف – لا تغضب نص شعري من العصر الأموي: في مكارم الأخلاق - المقنع الكندي الميزان الصبر في <b>Learning objectives:</b> أن يستخدم المفاهيم اللغوية استخداما صحيحا. - أن يحلل معاني الحديث</p>	<p>- يستخدم الأفعال الناسخة والحروف الناسخة في متابة فقرات . - يكتب موضوعا عن عواقب الغضب . - يصنف الأفعال إلى مجرد ومزيد . - يستخدم الأساليب البلاغية في كتابة فقرة . - يحلل النص في سياقه التاريخي .</p>	<p><a href="https://www.youtube.com/watch?v=CLzEQpK0zlc">https://www.youtube.com/watch?v=CLzEQpK0zlc</a></p> <p><a href="https://www.youtube.com/watch?v=A0vtF-d6NFw">https://www.youtube.com/watch?v=A0vtF-d6NFw</a></p> <p><a href="https://www.youtube.com/watch?v=3U9DI3SGfls">https://www.youtube.com/watch?v=3U9DI3SGfls</a></p>

Aim High Study Progress Programme  
Year 10  
September 2021

	<p>- أن يستخلص الرسالة الإنسانية التي يدعو لها الحديث. - أن يفسر المتعلم الكلمات مستعيناً بالمعجم الورقي والرقمي - ان يستنتج الفكرة الرئيسة للنص و الأفكار الفرعية - أن يستخدم الكلمات الجديدة في سياقات تعزز معناها أن يستخرج الصور البيانية من الحديث و أساليب التعبير أن يقارن بين الحديث و حديث ثان من حيث الأسلوب أن يتعرف خصائص البلاغة النبوية - أن يحلل النص الشعري تحليلاً فكرياً ونقدياً وبلاغياً . - أن يوضح الفكر الرئيسة والجزئية فيه . - أن يحدد المعنى المناسب للكلمات متعددة المعاني من خلال السياق.</p>		
--	--	--	--

Aim High Study Progress Programme  
Year 10  
September 2021

	<p>- أن يبين دور الصور الفنية (الاستعارة – التشبيه) ودور المحسنات البديعية (الطباق) في إبراز جمال المعنى</p> <p>- أن يزن الطالب الكلمات وزنا صحيحا.</p> <p>- أن يقارن بين الأوزان المختلفة.</p> <p>- أن يستخدم الميزان الصرفي في وزن الكلمات الصحيحة والمعتلة</p>		
<p><b>Islamic Education (Arabs)</b></p>	<p>TOPIC: سورة الكهف 1- القرآن المكي والمدن</p> <p><b>Learning objectives:</b></p> <p>- يبين أسباب نزول سورة الكهف</p> <p>- أن يحلل بعض دلالات الآيات الكريمة</p> <p>- يطبق القيم الواردة في الآيات</p> <p>- يبين الحكمة من نزول القرآن منجما</p>	<p>- يحرص على حفظ سورة الكهف</p> <p>- اكتب عن سبب نزول سورة الكهف</p> <p>- اكتب بحثا عن نزول القرآن منجما</p> <p>- اكتب بحثا عن مميزات القرآن المكي والمدني</p>	<p><a href="https://www.youtube.com/watch?v=PXS2E_2gKrk">https://www.youtube.com/watch?v=PXS2E_2gKrk</a></p> <p><a href="https://www.youtube.com/watch?v=hVvASEUjStM">https://www.youtube.com/watch?v=hVvASEUjStM</a></p>

Aim High Study Progress Programme  
Year 10  
September 2021

	<p>-يحدد المقصود بالقرآن المكي والمدني-يوضح مميزات القرآن المكي والمدني</p> <p>يلخص فوائد العلم بالمكي والمدني</p>		
<p>Islamic Education (Non Arabs)</p>	<p>TOPIC:</p> <p>Learning objectives:</p> <p><b>The prophet's Method of educating a generation</b></p> <ul style="list-style-type: none"> <li>• Be able to explain the concept of education and its important status in Islam</li> <li>• Be able to explain the foundations and principles of the</li> </ul>	<p>Draw from the biography of the Prophet ( S.A.A.W) examples that show the prophet ( S.A.A.W.) employed the method of exhortation and excitement and a variety of stimulants to attract the learners' attention</p>	<p><a href="https://www.youtube.com/watch?v=8pQm8XLPxnI">https://www.youtube.com/watch?v=8pQm8XLPxnI</a></p>



Aim High Study Progress Programme  
Year 10  
September 2021

	<p>prophet's education of his Companions.</p> <ul style="list-style-type: none"><li>• Be able to discover some of the prophet's educational methods and techniques. Be able to follow the examples of the prophet(s)</li></ul> <p><b>2. There Should Be No Harm Nor Reciprocating Harm</b></p> <ul style="list-style-type: none"><li>- To interpret and infer the instructions of the hadeeth.</li><li>- To evaluate the effect of applying the hadeeth on individuals and society</li></ul>	<p>Search and Create a poster about ayat and infer how you would make a decision in your day to day life and etiquette of treating elders and visiting them.</p>	<p><a href="https://www.youtube.com/watch?v=RdMQpKI6Wdo">https://www.youtube.com/watch?v=RdMQpKI6Wdo</a></p>
--	--	--	--



Aim High Study Progress Programme  
Year 10  
September 2021

<b>Moral Education</b>	<b>Global Ethics in the Context of Global Issues</b> <ul style="list-style-type: none"><li>• Will be able to explain what is meant by ethics and ethical enquiry in the context of international relations.</li><li>• Will be able to explain the foreign relations of the UAE and its role in various international organisations and forums.</li></ul> <b>Global Ethics Challenges</b> <ul style="list-style-type: none"><li>• Will be able to name the key ethical challenges that humanity faces and master the methods or searching for advanced information about them.</li></ul>	<ul style="list-style-type: none"><li>• Imagine you are in a position where one of your classmates acts in an immoral manner. Write a ten-sentence dialogue illustrating the situation, and your reaction.</li><li>• In small group, discuss the rights that you could claim as a member of the UN.</li><li>• Suggest actions that you and your classmates could do at home and at school to limit global warming.</li></ul>	<a href="https://www.pagecentertraining.psu.edu/public-relations-ethics/ethics-in-a-global-context/lesson-1-need-a-title/challenges-for-ethics-in-a-global-context/">https://www.pagecentertraining.psu.edu/public-relations-ethics/ethics-in-a-global-context/lesson-1-need-a-title/challenges-for-ethics-in-a-global-context/</a>
------------------------	---	--	---