



**Aim High Study Progress Programme**  
**Year 10**  
**June 2025**

| Area for learning                                | Focus   | Activities  | Useful Websites/Apps  |
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| <b>English</b><br><b>1<sup>st</sup> Language</b> | <ul style="list-style-type: none"> <li>• To employ persuasive techniques while writing a speech.</li> <li>• To identify the audience links and formal language employed in a speech.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse the speech of any famous environmentalist, sports personality or animal rights activist.</li> <li>• Research and discuss what the speech reflects about the thought process of the person and the purpose of the speech.</li> <li>• Who is the audience of the speech and how do you know?</li> <li>• Share what makes the speech so motivating and persuasive.</li> <li>• Analyse the tone, register, development of ideas and persuasive devices.</li> </ul> | <a href="https://www.savemyexams.com/igcse/english-language/cie/20/revision-notes/2-paper-2-writing/section-a-directed-writing/question-1-model-answer-speech/">https://www.savemyexams.com/igcse/english-language/cie/20/revision-notes/2-paper-2-writing/section-a-directed-writing/question-1-model-answer-speech/</a> |
| <b>English</b><br><b>2<sup>nd</sup> Language</b> | <ul style="list-style-type: none"> <li>• To enhance formal sentence structures.</li> <li>• To embed the form and structure of an article.</li> </ul>  | <ul style="list-style-type: none"> <li>• Read all the articles provided in the links.</li> <li>• Discuss the content of the article and the extent to which you agree or disagree with the same.</li> <li>• Identify formal sentence structures in the article and with your child change the sentences to informal sentences.</li> </ul>   | <a href="https://www.khaleejtimes.com/editorials-columns/dont-let-worries-worry-you-work-with-them">https://www.khaleejtimes.com/editorials-columns/dont-let-worries-worry-you-work-with-them</a>   |



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|                                  |  | <ul style="list-style-type: none"> <li>Identify and annotate different aspects of the articles for a better understanding of structure and form of the same.</li> </ul>   | <a href="https://www.khaleejtimes.com/editorials-columns/remember-all-millennials-are-not-narcissists">https://www.khaleejtimes.com/editorials-columns/remember-all-millennials-are-not-narcissists</a><br><a href="https://www.khaleejtimes.com/editorials-columns/there-are-lessons-to-learn-from-superhero-movies">https://www.khaleejtimes.com/editorials-columns/there-are-lessons-to-learn-from-superhero-movies</a> |
| <b>English Literature</b>        | To introduce learners to the art of satire and re-telling of narratives.   | <ul style="list-style-type: none"> <li>Visit the link provided and read the poems composed by Roald Dahl.</li> <li>Through a Venn diagram, compare and contrast the original texts to the re-telling of the same.</li> <li>Attempt a similar task using a fairy tale of your choice.</li> </ul> | <a href="https://www.poemhunter.com/i/ebooks/pdf/roald_dahl_2004_9.pdf">https://www.poemhunter.com/i/ebooks/pdf/roald_dahl_2004_9.pdf</a>  |
| <b>Mathematics (Accelerated)</b> | <b>Quadratics:</b> <ul style="list-style-type: none"> <li>Factorise quadratic expressions of the form <math>ax^2 + bx + c</math>, <math>a \neq 1</math></li> </ul> | <ul style="list-style-type: none"> <li>Research on different methods of solving a quadratic equation. How will you decide which method is apt for solving a particular equation?</li> </ul>   | <a href="https://thirdspacelearning.com/gcse-maths/algebra/quadratic-equation/">https://thirdspacelearning.com/gcse-maths/algebra/quadratic-equation/</a>  |



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|  | <ul style="list-style-type: none"><li>• Complete the square for expressions in the form <math>ax^2 + bx + c</math></li><li>• Solve quadratic equations by factorisation, completing the square and using the quadratic formula</li><li>• Manipulate algebraic fractions</li><li>• Factorise and simplify rational expressions.</li><li>• Solve fractional equations with numerical and linear</li></ul> | <ul style="list-style-type: none"><li>• Using knowledge of finding solution to quadratic equations, compare the investment plans or insurance plans offered by various banks or financial agencies.</li><li>• Write some whole numbers which are rounded to nearest unit, tens, hundreds or thousands. Challenge your child to find out the upper and lower bounds of these rounded values. Now repeat the process with decimal numbers. Ask them to reason their answers. Now research on the different situations where we need to apply the rules of bounds.</li></ul> | <p><a href="https://www.savemyexams.com/igcse/further-maths/cie/additional-maths/25/topic-questions/algebra-and-functions/quadratic-functions/exam-questions/">https://www.savemyexams.com/igcse/further-maths/cie/additional-maths/25/topic-questions/algebra-and-functions/quadratic-functions/exam-questions/</a></p> |
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|  | <p>algebraic denominators.</p> <ul style="list-style-type: none"><li>• Solve simultaneous equations, involving one linear and one non-linear.</li></ul> <p><b>Limits of accuracy:</b></p> <ul style="list-style-type: none"><li>• Give upper and lower bounds for data rounded to a specified accuracy</li><li>• Find upper and lower bounds of the results of calculations which have used data</li></ul> |  | <p><a href="https://thirdspacelearning.com/gcse-maths/number/upper-and-lower-bounds/">https://thirdspacelearning.com/gcse-maths/number/upper-and-lower-bounds/</a></p> |
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|                               | rounded to a specified accuracy   |  |   |
| <b>Mathematics (Extended)</b> | <p><b>Graphical Inequalities</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To represent and interpret inequalities in two variables graphically.</li> <li>To list inequalities that define a given region.</li> </ul> <p><b>Nets</b></p> <p><b>Learning objectives:</b></p> | <p>*Research on the purpose of graphing inequalities</p> <p>*Research on how graphing systems of linear inequalities are used in real life.</p> <ul style="list-style-type: none"> <li>Research on the need for nets.</li> <li>Research on how would you calculate the area of any given net.</li> </ul> | <p><a href="https://www.mathsisfun.com/algebra/graphing-linear-inequalities.html">https://www.mathsisfun.com/algebra/graphing-linear-inequalities.html</a></p> <p><a href="https://thirdspacelearning.com/gcse-maths/algebra/inequalities-on-a-graph/">https://thirdspacelearning.com/gcse-maths/algebra/inequalities-on-a-graph/</a></p> <p><a href="https://www.savemyexams.com/igcse/maths_extended/cie/23/revision-notes/2-algebra-and-graphs/2-16-solving-and-graphing-inequalities/2-16-1-graphical-inequalities/">https://www.savemyexams.com/igcse/maths_extended/cie/23/revision-notes/2-algebra-and-graphs/2-16-solving-and-graphing-inequalities/2-16-1-graphical-inequalities/</a></p> <p><a href="https://www.desmos.com/calculator/qkbf0ogsuw">https://www.desmos.com/calculator/qkbf0ogsuw</a></p> |

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|  | <ul style="list-style-type: none"> <li>To draw interpret and use nets of cubes, cuboids, prisms and pyramids.</li> <li>To use measurements from nets to calculate volumes and surface areas.</li> </ul> <p><b>Constructions</b><br/><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To construct a triangle given the lengths of all sides, using a ruler and pair of compasses only.</li> <li>To construct a rhombus by drawing two triangles.</li> </ul> | <p>*What is the pattern in which arranged to form a</p> <p>*Research on the arrangements of faces that will form the net of a cube.</p> <p>* Research on why triangles are important for constructions.</p> <p>*How are triangles and quadrilaterals used in real life?</p> <div data-bbox="1093 587 1458 847" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">Reasoning 1</p> <p style="text-align: center; font-size: x-small;">Riley, Ola and Tim have made nets for a pentagonal-based pyramid. Check which nets would work and explain any mistakes which have been made.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p style="font-size: x-small;">Riley</p> <p style="font-size: x-small; color: red;">Riley's net would not work. One of the triangles is wider than the others, when they should all be identical.</p> </div> <div style="text-align: center;">  <p style="font-size: x-small;">Tim</p> <p style="font-size: x-small; color: red;">Tim's net would work.</p> </div> <div style="text-align: center;">  <p style="font-size: x-small;">Ola</p> <p style="font-size: x-small; color: red;">Ola's net would not work. The triangles are all different sizes when they should all be identical.</p> </div> </div> </div> <p>importance of the faces are net.</p> <p>different the square</p> | <p><a href="https://www.savemyexams.com/igcse/maths_core/cie/23/revision-notes/geometry/geometry-toolkit/properties-of-3d-shapes/">https://www.savemyexams.com/igcse/maths_core/cie/23/revision-notes/geometry/geometry-toolkit/properties-of-3d-shapes/</a></p> <p><a href="https://corbettmaths.com/wp-content/uploads/2023/01/Nets.pdf">https://corbettmaths.com/wp-content/uploads/2023/01/Nets.pdf</a></p> <p><a href="https://notes.papacambridge.com/viewer/caie/cambridge-igcse-mathematics-0580-topical-notes-nets-and-surface-areas-pdf#google_vignette">https://notes.papacambridge.com/viewer/caie/cambridge-igcse-mathematics-0580-topical-notes-nets-and-surface-areas-pdf#google_vignette</a></p> |
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|                                       | <p>Construction arcs must be shown.</p>   |   |  |
| <p><b>Mathematics - Statistic</b></p> | <ul style="list-style-type: none"> <li>• Probability</li> <li>• To use probability values to calculate expected frequencies.</li> <li>• To compare expected frequencies and actual frequencies</li> <li>• To understand that experimental probability will tend towards theoretical probability as the number of trials increases.</li> </ul> | <p><b>Dice and Coin Experiments</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Understand theoretical vs. experimental probability.</li> <li>• <b>Activity:</b> <ul style="list-style-type: none"> <li>○ Roll two dice 50 times and record the sums.</li> <li>○ Flip a coin 100 times and track heads vs. tails.</li> <li>○ Compare actual results with expected probabilities.</li> </ul> </li> </ul> <p><b>2. Probability with Sweets or Colored Beads</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Explore probability of single and compound events.</li> <li>• <b>Activity:</b></li> </ul> | <p><a href="https://edurev.in/chapter/53017/Probability-Mathematics-for-Year-10">https://edurev.in/chapter/53017/Probability-Mathematics-for-Year-10</a></p> <p><a href="https://gb.edugain.com/math/grade-10/Probability">https://gb.edugain.com/math/grade-10/Probability</a></p><br><p><a href="https://www.matrix.edu.au/beginners-guide-year-10-maths/part-2-year-10-probability/">https://www.matrix.edu.au/beginners-guide-year-10-maths/part-2-year-10-probability/</a></p> <p><a href="https://www.mathsgenie.co.uk/gcse.php">https://www.mathsgenie.co.uk/gcse.php</a></p> |

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|  | <ul style="list-style-type: none"> <li>• To comment on the differences between experimental and theoretical values in terms of possible bias</li> <li>• To determine and interpret relative risks and absolute risks.</li> <li>• To use a sample space diagram to represent all the different outcomes possible for up to three events.</li> <li>• To use Venn diagram to represent all the different outcomes possible for upto three events.</li> </ul> | <ul style="list-style-type: none"> <li>○ Place colored sweets or beads in a bag (e.g., 5 red, 3 green, 2 blue).</li> <li>○ Predict the probability of drawing each color.</li> <li>○ Draw multiple times with and without replacement, recording outcomes.</li> </ul> <p><b>3. Probability in Media</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Identify real-life use of probability.</li> <li>• <b>Activity:</b> <ul style="list-style-type: none"> <li>○ Watch a weather forecast and discuss probability of rain.</li> <li>○ Look at sports statistics (e.g., win probabilities).</li> <li>○ Discuss how probability influences decisions in games or betting.</li> </ul> </li> </ul> <p><b>4. Board or Card Game Analysis</b></p> | <p><a href="#">Microsoft Word - Y10 Probability Notes.docx</a></p> |
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|  | <ul style="list-style-type: none"> <li>• To understand the terms mutually exclusive and exhaustive.</li> <li>• To use the addition law <math>P(A \text{ or } B) = P(A) + P(B)</math> for two mutually exclusive events.</li> <li>• To use general addition law for events that are not mutually exclusive.</li> <li>• To understand what it means for two events to be independent.</li> <li>• To use multiplication law for independent events.</li> <li>• To draw a tree diagram.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Objective:</b> Calculate probability in games.</li> <li>• <b>Activity:</b> <ul style="list-style-type: none"> <li>○ Use games like Monopoly, Uno, or a standard deck of cards.</li> <li>○ Ask questions like: What is the probability of drawing a red card? Getting doubles on the next turn?</li> </ul> </li> </ul> <p><b>5. Create a Probability Spinner</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Design and test custom probability situations.</li> <li>• <b>Activity:</b> <ul style="list-style-type: none"> <li>○ Create a spinner with unequal sections.</li> <li>○ Predict probabilities, spin 50 times, and record results.</li> </ul> </li> </ul> |  |
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|                | <ul style="list-style-type: none"> <li>To use tree diagram to calculate probabilities.</li> <li>To understand what it means for two events to be conditional.</li> </ul>  | <ul style="list-style-type: none"> <li>Discuss the differences between theoretical and experimental outcomes.</li> </ul>   |  |
| <b>Physics</b> | <p><b>Space Physics</b></p> <ul style="list-style-type: none"> <li>Analyse and interpret planetary data about orbital distance, orbital duration, density, surface temperature and uniform gravitational field strength at the planet's surface.</li> <li>Calculate the time it takes light to travel a significant distance such as between</li> </ul> | <p><b>Activities</b></p> <p>Simple experiment to Visualize expansion of space and increasing distances ( Hubble "s law )<br/>Students will be provided with balloon</p> <ul style="list-style-type: none"> <li>Draw galaxies on a balloon.(put dots )</li> <li>As you inflate it, observe how galaxies move away from each other.</li> <li>Discuss that space itself is expanding, not galaxies flying through space.</li> </ul> | <p><a href="https://www.bbc.co.uk/bitesize/topics/z8xh46f/articles/zth2vj6">https://www.bbc.co.uk/bitesize/topics/z8xh46f/articles/zth2vj6</a><br/><a href="http://www.savemyexams.com/igcse/physics/cie/23/revision-notes/6-space-physics/6-2-stars-and-the-universe/6-2-7-age-of-the-universe/?utm_source=chatgpt.com">www.savemyexams.com/igcse/physics/cie/23/revision-notes/6-space-physics/6-2-stars-and-the-universe/6-2-7-age-of-the-universe/?utm_source=chatgpt.com</a><br/><a href="http://www.savemyexams.com/igcse/physics/cie/23/revision-notes/6-space-physics/6-2-stars-and-the-universe/6-2-7-age-of-the-universe/?utm_source=chatgpt.com">mw</a></p> |



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|                  | <p>objects in the Solar System.</p> <ul style="list-style-type: none"><li>Analyse and interpret planetary data about orbital distance, orbital duration, density, surface temperature and uniform gravitational field strength at the planet's surface.</li><li>Describe the life cycle of a star</li></ul> |  |  |
| <b>Chemistry</b> | <p><b>Topic: Identification of ions and gases</b></p> <p>-The aim of this activity is to analyse and interpret the</p>  | <ul style="list-style-type: none"><li><b>Activity 1:</b> Make a infographic poster or List out the cations and anions forming coloured precipitate in NaOH and NH<sub>3</sub>.</li></ul> | <p>- <a href="http://henniscience.weebly.com/uploads/1/2/0/8">http://henniscience.weebly.com/uploads/1/2/0/8</a></p> |



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|  | <p>observations seen in a qualitative analysis to identify the presence of cations, anions and gases in a given mixture of salts.</p> <ul style="list-style-type: none"><li>- To Justify the tests to distinguish the presence of anions: carbonate, <math>\text{CO}_3^{2-}</math>, chloride, <math>\text{Cl}^-</math>, bromide, <math>\text{Br}^-</math>, and iodide, <math>\text{I}^-</math>, nitrate, <math>\text{NO}_3^-</math>, sulfate, <math>\text{SO}_4^{2-}</math>, sulfite, <math>\text{SO}_3^{2-}</math>.</li><li>-To outline the various tests to identify the aqueous cations using aqueous sodium hydroxide and aqueous ammonia: <math>\text{Cu}^{2+}</math>, <math>\text{Fe}^{2+}</math>, <math>\text{Fe}^{3+}</math>, <math>\text{Cr}^{3+}</math>, <math>\text{NH}_4^+</math>, <math>\text{Al}^{3+}</math>, <math>\text{Zn}^{2+}</math>, <math>\text{Ca}^{2+}</math></li><li>- Describe tests to identify the gases: ammonia, <math>\text{NH}_3</math>, carbon</li></ul> | <ul style="list-style-type: none"><li>• Activity 2: Create a game or design a quiz on Kahoot to assess the understanding of the students for the topic: <b>Identification of ions and gases</b></li><li>• Activity 3: Create 10 multiple choice quiz questions using kahoot on the topic <b>Identification of ions and gases.</b></li></ul> | <p><a href="https://www.onlinemathlearning.com/chemical-analysis.html">/12088969/testing_for_ions.pdf</a></p> <ul style="list-style-type: none"><li>- <a href="https://www.onlinemathlearning.com/chemical-analysis.html">https://www.onlinemathlearning.com/chemical-analysis.html</a></li><li>- <a href="https://www.savemyexams.co.uk/igcse/chemistry/cie/20/revision-notes/8-acids-bases--salts/8-2-salts--chemical-analysis/8-2-2-identification-of-ions--gases/">https://www.savemyexams.co.uk/igcse/chemistry/cie/20/revision-notes/8-acids-bases--salts/8-2-salts--chemical-analysis/8-2-2-identification-of-ions--gases/</a></li></ul> |
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|                | <p>dioxide, CO<sub>2</sub>, chlorine, Cl<sub>2</sub>, hydrogen, H<sub>2</sub>, oxygen, O<sub>2</sub>, sulfur dioxide, SO<sub>2</sub>.</p> <p>- To describe the use of a flame test to identify the cations: lithium, Li<sup>+</sup>, sodium, Na<sup>+</sup>, potassium, K<sup>+</sup>, calcium, Ca<sup>2+</sup>, barium, Ba<sup>2+</sup>, copper (II), Cu<sup>2+</sup>.</p> |   |  |
| <b>Biology</b> | <p><b>Energy flow:</b></p> <ul style="list-style-type: none"> <li>To describe the flow of energy through living organisms including light energy (sun) and chemical energy and transfer of this energy to the environment.</li> </ul>   | <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Illustrate energy flow using a food chain of a forest/ desert/ fresh water.</li> <li>Compare the advantages and disadvantages of pyramid of biomass and pyramid of numbers. Present your work in the form of a poster or any digital tool.</li> </ul> | <ul style="list-style-type: none"> <li>➤ <a href="https://www.khanacademy.org/science/biology/ecology">https://www.khanacademy.org/science/biology/ecology</a></li> <li>➤ <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/greenworld/energyflowrev2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/greenworld/energyflowrev2.shtml</a></li> </ul> |



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|  | <ul style="list-style-type: none"><li>• To explain the inefficiency of energy transfer between the trophic levels</li><li>• To describe and interpret different ecological pyramids.</li><li>• To describe different nutrient cycles and to know their importance.</li><li>• To identify and explain the factors affecting the growth curves.</li><li>• To interpret graphs and diagrams of human population growth.</li><li>• Revision</li></ul> |  | <p>➤ <a href="#">AQA GCSE Biology Topic 7: Ecology Revision - PMT</a></p> |
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| <b>Food and Nutrition</b> | <b>Cooking of food</b><br>1. Principles involved in the different methods of cooking – baking, boiling, braising, cooking in a microwave oven, frying, grilling, poaching, pressure cooking, roasting, simmering, steaming, stewing, use of a slow cooker.<br>2. Reasons for cooking food. | <u>How Cooking Affects the Nutrient Content of Foods</u><br>1. Use different visual aids to show how water, light and air affect nutrients<br>2. Cut out pictures of cooked foods from magazines and sort into groups of cooked and raw. Paste them onto card and design a game, (eg, like snap or happy families ) matching the raw and cooked foods.<br>3. Since fire was discovered, people have been cooking. Find out how fire was discovered and how it changed the way people prepared food.<br>4. Design an experiment to see what happens to an egg when heat is applied.<br>Adapt the <a href="#">chocolate cake recipe</a> to make something different. | <a href="http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_processing_and_nutrition">http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_processing_and_nutrition</a> 'Food processing and nutrition'.<br><br><a href="http://www.choice.com.au/reviews-and-tests/food-and-health/food-and-drink/nutrition/are-fresh-vegies-better.aspx">http://www.choice.com.au/reviews-and-tests/food-and-health/food-and-drink/nutrition/are-fresh-vegies-better.aspx</a> Are fresh veggies better? |
| <b>Economics</b>          | <b>Learning objectives:</b><br><ul style="list-style-type: none"> <li>To apply the measurement of inflation and deflation</li> </ul>   | Following areas to practice:<br><ul style="list-style-type: none"> <li>Using numerical exercises to practice calculating price indices.</li> </ul>   | <a href="https://www.tutor2u.net/economics/topics/consumer-price-index-cpi">https://www.tutor2u.net/economics/topics/consumer-price-index-cpi</a><br><a href="http://www.bbc.co.uk/news/business-22523612">http://www.bbc.co.uk/news/business-22523612</a>  |

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|                   | <p>using the Consumer Prices Index (CPI).</p> <ul style="list-style-type: none"> <li>• To analyse the causes of inflation and Deflation.</li> <li>• To analyse the consequences of Inflation and Deflation on consumers, workers, savers, lenders, firms and the economy as a whole.</li> </ul> | <ul style="list-style-type: none"> <li>• To explore how the Consumer Price Index is used to calculate the rate of inflation.</li> <li>• Research how a country's consumer price index is calculated. Take into consideration how weights differ between countries and over time and also how accurately a consumer price index measures inflation.</li> <li>• Research on how different groups, e.g. the retired, the government, exporters, savers, borrowers, members of trade unions and workers with weak bargaining power are affected by inflation and deflation.</li> </ul> |   |
| <b>Accounting</b> | Journal entries and correction of errors  | <ul style="list-style-type: none"> <li>• Research and list the different types of transactions that require journal entries in accounting.</li> <li>• For each type of transaction, provide an example and explain how the journal entry is recorded, including which accounts are debited and credited.</li> </ul>  | <p><a href="https://www.dineshbakshi.com/igcse-accounting/verification-of-accounting-records">https://www.dineshbakshi.com/igcse-accounting/verification-of-accounting-records</a></p> <p><a href="https://www.accountancylearni.ng.co.uk/how-to-correct-">https://www.accountancylearni.ng.co.uk/how-to-correct-</a></p> |



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|                         |                                  | <ul style="list-style-type: none"> <li>• Research and list common errors that may occur in journal entries.</li> <li>• For each type of error, provide an example and explain how the error can be corrected, including the journal entry needed for correction.</li> <li>• Prepare suspense account</li> <li>• Explain the effect on the profit and statement of financial position due to correcting the errors.</li> </ul>  | <a href="#"><u>accounting-errors-using-journals/</u></a>   |
| <b>Business Studies</b> | Production of goods and services | <ul style="list-style-type: none"> <li>• Research on possible benefits of increasing efficiency and how to increase it in production process.</li> <li>• Using the case study of Toyota to understand lean production and waste elimination</li> <li>• Presenting a research work on lean production and how to achieve it.</li> <li>• Prepare a table or mind map of the benefits and limitation of each method - just-in-time, kaizen and cell production –</li> </ul> | <a href="#"><u>How Toyota Changed The Way We Make Things   Blog   Business   tutor2u</u></a><br><br><a href="https://www.tutor2u.net/business/reference/production-efficiency"><u>https://www.tutor2u.net/business/reference/production-efficiency</u></a> |



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|                           |  | <ul style="list-style-type: none"> <li>Explain the importance managing resources effectively to produce goods and services.</li> </ul>  | <a href="https://www.processexcellencenetwork.com/lean-six-sigma-business-performance/articles/why-does-your-business-need-lean">https://www.processexcellencenetwork.com/lean-six-sigma-business-performance/articles/why-does-your-business-need-lean</a>   |
| <b>Travel and Tourism</b> | Travel & Tourism Products and Services | <ul style="list-style-type: none"> <li>Research and make a chart of popular tourist destinations in UAE. Make a list of travel agencies and tourism service providers in Dubai. Also prepare a power point presentation on Emirates Airlines and their holiday packages.</li> </ul> | <a href="https://www.emiratesholidays.com/ae/en/">https://www.emiratesholidays.com/ae/en/</a><br><a href="https://www.drivenproperties.com/blog/best-travel-agencies-in-dubai">https://www.drivenproperties.com/blog/best-travel-agencies-in-dubai</a><br><a href="https://www.moec.gov.ae/en/tourist-attractions?delta=40">https://www.moec.gov.ae/en/tourist-attractions?delta=40</a> |
| <b>Sociology</b>          | Crime and Deviance                     | <ul style="list-style-type: none"> <li>Students will research on the Explanations of Crime and Deviant behaviour</li> </ul>   | Course Book for Sociology By Jonathan Blundell  |
| <b>Psychology</b>         | <b>Research Method- Observation</b>    | <ul style="list-style-type: none"> <li>Students will make evaluative chart and comparison for different types of observation.</li> </ul>  | Textbook<br><a href="https://online-learning-college.com/knowledge-hub/gcses/gcse-psychology-">https://online-learning-college.com/knowledge-hub/gcses/gcse-psychology-</a>   |



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|                                 |   |   | help/observations/#:~:text=Observations%20can%20be%20combined%20and,Overt%20participant  |
| <b>History</b>                  | <b>Impact of Stalin's economic policies</b> | <ul style="list-style-type: none"> <li>• Evaluate the internal and external factors for the introduction of the five years' plan.</li> <li>• Analyse the features and data of first three five years' plans.</li> <li>• Analyse and categorise the factors responsible for the introduction of collectivisation by Stalin</li> <li>• Evaluate the five years' plans against the targets set by Stalin's government.</li> <li>• Evaluate the impact of propaganda for in urban and rural areas.</li> </ul> | 1. Textbook;<br>2. Information and sources on Stalin's Terror:<br><a href="http://www.johndclare.net/Russ12.htm">www.johndclare.net/Russ12.htm</a><br>3. Stalin's methods and purges detailed information:<br><a href="https://spartacus-educational.com/RUSpurge.htm">https://spartacus-educational.com/RUSpurge.htm</a><br>4. <a href="https://elink.io/p/was-stalin-rule-beneficial-for-russia-990299b">https://elink.io/p/was-stalin-rule-beneficial-for-russia-990299b</a><br>5.<br><a href="https://www.departments.bucknell.edu/russian/const/1936toc.html">https://www.departments.bucknell.edu/russian/const/1936toc.html</a> |
| <b>Environmental Management</b> | Ocean and Fisheries                         | <ul style="list-style-type: none"> <li>• Investigate local/regional fishing practices in your country (interview a fisherman, visit a local fish market, research, etc.).</li> </ul>  | <b>NOAA Ocean Explorer (US)</b><br><a href="https://oceanexplorer.noaa.gov">https://oceanexplorer.noaa.gov</a>   |



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|                   |   | <ul style="list-style-type: none"> <li>Analyze what issues may be there, causes of fishing or overfishing or possibility of ecosystem damage, and the country's responses to the crisis.</li> <li>Write a report and create a sustainable seafood guide for your community.</li> </ul>  | <p><b>National Geographic – Oceans</b><br/> <a href="https://www.nationalgeographic.com/environment/oceans">https://www.nationalgeographic.com/environment/oceans</a></p>  |
| <p><b>ICT</b></p> | <p>Document Production</p> <ul style="list-style-type: none"> <li>Apply advanced formatting and layout techniques to structure documents effectively and evaluate pagination adjustments to address typographic issues such as widows and orphans for enhanced</li> </ul> | <p>Encourage your child to :</p> <p>Create a new document containing approximately two pages of text focused on the topic of hardware and software. Save the document in .txt format for access.</p> <p>Once your document is created, perform the following formatting and layout tasks:</p> <ul style="list-style-type: none"> <li>Set the page size to A4</li> <li>Set the orientation to portrait</li> <li>Create a numbered or lettered list in a suitable format</li> <li>Insert and delete rows/columns as needed</li> <li>Format the cells and their content, including alignment and font adjustments</li> </ul> | <p><a href="https://support.microsoft.com/en-us/office/create-a-document-in-word-aafc163a-3a06-45a9-b451-cb7250dcbaa1">https://support.microsoft.com/en-us/office/create-a-document-in-word-aafc163a-3a06-45a9-b451-cb7250dcbaa1</a></p> |



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|                         | <p>readability and presentation.</p> <ul style="list-style-type: none"><li>• Create and managing internal document navigation through the insertion and removal of bookmarks and hyperlinks.</li></ul> | <ul style="list-style-type: none"><li>• Insert page numbers in the footer, starting from page 1 and align them to the right</li></ul> <p>Set line spacing to 1.5</p>  |   |
| <b>Computer Science</b> | <p><b>Programming</b></p> <ul style="list-style-type: none"><li>• To design, implement, and evaluate the effectiveness of procedures and functions in solving computational</li></ul>                  | <ul style="list-style-type: none"><li>• Design a program that calculates the average grade for students based on individual subject marks using procedures and functions.</li><li>• Create a program that writes student names and grades into a text file (one per line). Implement a function to open the file, read the student records, and display them. Write another function to update a specific student's</li></ul> | <p><a href="https://www.geeksforgeeks.org/python-functions/">https://www.geeksforgeeks.org/python-functions/</a></p> <p><a href="https://www.digitalocean.com/community/tutorials/python-read-file-open-write-delete-copy">https://www.digitalocean.com/community/tutorials/python-read-file-open-write-delete-copy</a></p> |



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|                           | <p>problems, including passing parameters and returning values.</p> <ul style="list-style-type: none"> <li>To analyze and implement strategies for managing file operations, including opening, reading, writing, and closing files, to optimize program efficiency and data integrity.</li> </ul> | <p>grade based on their name. Ensure proper file handling, including opening, reading, writing, and closing the file after each operation. Evaluate the file management process to ensure data integrity, such as checking for file errors or duplicate entries.</p>                      |   |
| <b>Physical Education</b> | <p>To identify types of anxiety and describe their symptoms.</p>   | <ul style="list-style-type: none"> <li>Create a colourful poster to show both types of anxiety. The part of the poster related to cognitive anxiety could be filled with words associated with this feeling. The part related to somatic anxiety could be filled with pictures</li> </ul> | <p> <a href="http://www.teachpe.com">www.teachpe.com</a><br/> <a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a><br/> <a href="http://www.cie.org.uk">www.cie.org.uk</a><br/> <a href="http://www.physicaleducation.co.uk">www.physicaleducation.co.uk</a> </p> |

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|               |   | examples of athletes and performers experiencing this feeling.  |  |
| <b>Art</b>    | AO2 and AO3: Planning your thought processes, and progression for finding inspiration.  | <ul style="list-style-type: none"> <li>Select painters and works for techniques that you would incorporate into your own work. It's important that these images show variety, some should link very clearly to the theme and others can be more open ended. Possible effective use of the chosen mediums, techniques and materials.</li> </ul>  | <a href="http://www.studentartguide.com">www.studentartguide.com</a>   |
| <b>French</b> | <ul style="list-style-type: none"> <li>Ma famille</li> <li>Range ta chambre</li> <li>Mon temps libre</li> <li>Mes loisirs</li> <li>Le futur proche</li> </ul> | <p><b><u>Writing :</u></b><br/>Students are requested to make a blog about his family and what is his/her daily routine.</p> <p><b><u>Speaking :</u></b><br/>Students are requested to make a dialogue/ conversation about his family and what is his/her daily routine.</p> <p><b><u>Reading :</u></b><br/>A structured reading comprehension tasks about the same topics related to IGCSE structure.</p> <p><b><u>Listening :</u></b></p> | <p><a href="https://www.lepointdufle.net/p/lexique_famille.htm">https://www.lepointdufle.net/p/lexique_famille.htm</a></p> <p><a href="https://www.lepointdufle.net/p/lexique_activites_quotidiennes.htm">https://www.lepointdufle.net/p/lexique_activites_quotidiennes.htm</a></p> <p><a href="https://www.lepointdufle.net/p/lexique_loisirs.htm#google_vignette">https://www.lepointdufle.net/p/lexique_loisirs.htm#google_vignette</a></p> |

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|                       |  | A structured listening comprehension tasks about the same topics related to IGCSE structure.   | <a href="https://flenantes.org/wp-content/uploads/2020/10/futur_proche.pdf">https://flenantes.org/wp-content/uploads/2020/10/futur_proche.pdf</a>   |
| <b>Arabic (Arabs)</b> | <p>TOPIC:</p> <p>قصيدة لا تطرق الباب ل عبد الرزاق<br/>عبد الواحد<br/>قصة قصيرة الرجل العجوز عند الجسر<br/>مقال الطبيعة مدرسة دائمة<br/>بلاغة التقديم والتأخير</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• أن يحدد الطالب الفكرة العامة للقصيدة ومشاعر الشاعر تجاه الوطن.</li> <li>• أن يُحلّل الطالب الصور الشعرية والخيال الفني في الأبيات.</li> </ul> | <p>✓ ناقش مع زملائك في مجموعات مشاعر الشاعر تجاه الوطن، واستخرجوا من النص شواهد تدعم تحليلكم.</p> <p>✓ اكتب بطاقة بريدية قصيرة موجهة من الشاعر إلى وطنه، تعبّر فيها عن حنينه مستخدمًا ألفاظًا وصورًا من وحي القصيدة.</p> <p>✓ ارسم خريطة ذهنية لعناصر القصة (الشخصيات، الحدث، الزمان، المكان، العقدة، الحل).</p> <p>✓ مثل القصة في مشهد تمثيلي قصير مع زملائك، مع التركيز على تعابير الوجه والحالة النفسية للرجل العجوز.</p> <p>✓ صنّف مع زملائك الدروس التي تعلّمناها من الطبيعة في جدول (مثل: الصبر من الشجرة، النظام من الفصول...).</p> <p>✓ اكتب فقرة تعبّر فيها عن تجربة لك تعلّمت فيها شيئًا من الطبيعة، مستخدمًا الأسلوب المقالي.</p> | <p><a href="https://www.youtube.com/watch?v=VJ7cVH4EU8">https://www.youtube.com/watch?v=VJ7cVH4EU8</a></p> <p><a href="https://www.youtube.com/watch?v=J1PEBne6p_c">https://www.youtube.com/watch?v=J1PEBne6p_c</a></p> <p><a href="https://www.youtube.com/watch?v=O574TJDzJRE">https://www.youtube.com/watch?v=O574TJDzJRE</a></p> <p><a href="https://www.youtube.com/watch?v=Onu6eK4Cb-k">https://www.youtube.com/watch?v=Onu6eK4Cb-k</a></p> |

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| <ul style="list-style-type: none"> <li>• أن يستنتج الطالب الأثر النفسي للحرب على الأفراد من خلال شخصية الرجل العجوز.</li> <li>• أن يُحلّل الطالب عناصر القصة (الشخصيات – الزمان – المكان – الحدث – العقدة – الحل).</li> <li>• أن يشرح الطالب كيف تعلّم الطبيعة الإنسان من خلال الأمثلة الواردة في النص.</li> <li>• أن يُوظّف الطالب أساليب المقال في كتابة فقرة عن علاقة الإنسان</li> <li>• أن يُميّز الطالب بين المواطن التي يجوز فيها التقديم والتأخير في الجملة العربية.</li> </ul> | <p>✓ أعد ترتيب الجمل التالية بحيث تُظهر التقديم والتأخير، ثم وضح أثره البلاغي (يُعطى للطلاب نص جاهز).</p> <p>كوّن جملاً جديدة فيها تقديم وتأخير، وشاركها مع زملائك في نشاط جماعي، مع توضيح سبب التقديم</p> |  |
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|                         | <ul style="list-style-type: none"> <li>• أن يُحلّل الطالب أثر التقديم والتأخير في إبراز المعنى وتوكيده في الجمل.</li> <li>• بالطبيعة.</li> </ul>   |  |   |
| <b>Arabic Non-Arabs</b> | <p>Topic:<br/>ثقافات متنوعة</p> <p>Learning Objectives:<br/>أن يحلل التلاميذ النص أدبيا ولغويا<br/>أن يقارن التلاميذ بين الثقافات المتنوعة<br/>أن يشرح اتلاميذ أشهر العادات في البلاد المختلفة<br/>أن يبدي التلاميذ ال {اي في عادات وتقاليد بلادهم</p> | <ul style="list-style-type: none"> <li>• The students can create videos about the most famous traditions in their countries.</li> <li>• The students can compare between the traditions in different and global cities.</li> <li>• The students can make a magazine about the different cultures.</li> <li>• The students can create posters and creative displays about the most famous traditions in the countries.</li> <li>• The students can create post cards about the habits and the traditions of different countries.</li> </ul> | <p><a href="https://www.youtube.com/watch?v=N15vIrAwFHQ">https://www.youtube.com/watch?v=N15vIrAwFHQ</a></p> <p><a href="https://www.youtube.com/watch?v=A2rtQNK4Nps">https://www.youtube.com/watch?v=A2rtQNK4Nps</a></p> <p><a href="https://www.youtube.com/watch?v=4C2J_5GhvJ4">https://www.youtube.com/watch?v=4C2J_5GhvJ4</a></p> <p><a href="https://www.youtube.com/watch?v=UB9Fe4ni_qU">https://www.youtube.com/watch?v=UB9Fe4ni_qU</a></p> |

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| <p><b>Islamic Education (Arabs)</b></p> | <p>TOPIC:<br/> طاعة ولي الأمر- جهود العلماء في - حفظ السنة</p> <p>Learning objectives:</p> <p>عرّف مصطلحي "الإسناد" و"المتن".</p> <p>ميّز بين الإسناد والمتن.</p> <p>حدّد جهود العلماء في تدوين الحديث.</p> <p>حدّد حكم طاعة ولي الأمر من القرآن الكريم.</p> <p>اشرح أهمية طاعة ولي الأمر.</p> | <p>نشأ خريطة ذهنية حول جهود العلماء في حفظ السنة</p> <p>توقع الآثار السلبية للخروج على الحاكم على الفرد والمجتمع.</p> <p>اربط بين طاعة الحاكم والسلوك الحضاري والراقي في المجتمع.</p> | <p><a href="https://www.newmuslims.com/lessons/83/preservation-of-sunnah-part-1">https://www.newmuslims.com/lessons/83/preservation-of-sunnah-part-1</a></p> <p><a href="https://al-islam.org/new-analysis-wahhabi-doctrines-muhammad-husayn-ibrahimi/absolute-obedience-ruler">https://al-islam.org/new-analysis-wahhabi-doctrines-muhammad-husayn-ibrahimi/absolute-obedience-ruler</a></p> |
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| <b>Islamic Education (Non Arabs)</b> | <p>1. The scholars' Efforts in Preserving Sunnah</p> <ul style="list-style-type: none"><li>❖ Explain the background of preserving Hadiths and conveying them to people.</li><li>❖ Define the terms 'Isnad' and 'Matn'.</li><li>❖ Distinguish between Isnad and Matn.</li></ul> <p>Identify the efforts of scholars in recording Hadith.</p> <p>2. Obedience of the Ruler</p> <ul style="list-style-type: none"><li>❖ Identify the ruling on obeying the ruler from Qur'an.</li></ul> | <ul style="list-style-type: none"><li>• To create a mind map on the efforts of the scholars to preserve Sunnah</li><br/><li>• To make a video on the importance of obeying the ruler</li></ul> | <p><a href="https://www.newmuslims.com/lessons/83/preservation-of-sunnah-part-1">https://www.newmuslims.com/lessons/83/preservation-of-sunnah-part-1</a></p><br><p><a href="https://al-islam.org/new-analysis-wahhabi-doctrines-muhammad-husayn-ibrahimi/absolute-obedience-ruler">https://al-islam.org/new-analysis-wahhabi-doctrines-muhammad-husayn-ibrahimi/absolute-obedience-ruler</a></p> |
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|  | <ul style="list-style-type: none"><li>❖ Explain the importance of obeying the ruler.</li><li>❖ Infer the negative effects of rebelling against the ruler on the individual and society.</li></ul> <p>Find a link between obeying the ruler and civilized, refined conduct in society.</p> |  |  |
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| <b>Moral Education</b> | Topic: Developing My Competencies<br>Learning Objective:<br>To explore how young people can play a role in promoting justice and equality | <ul style="list-style-type: none"><li>• Activities</li></ul> <p>Explore things that could be done to improve civic engagement and active citizenship within the community.</p> | <a href="https://pchr.gov.ae/en/priority-details/youth-rights">https://pchr.gov.ae/en/priority-details/youth-rights</a> |
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