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Area for learning	Focus	Activities	Useful Websites/Apps
English ESL	To develop letter writing skills.	<ul style="list-style-type: none">● 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.● Build a climate of words at home. Share experiences and rich talk about those experiences. The basis of good writing is good talk.● Use Writing Prompts – to help your child begin a letter. An example of a writing prompt is—● 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.● Indulge in discussion with your friends on various topics like-● Is developing nuclear energy for commercial use justified?● Is censoring the media effective?	<p>https://www.esleschool.com/cambridge-igcse-esl-exam-practice/</p> <p>https://igcseaid.com/notes/english-as-a-second-language-0511/writing-exercise-6-letter-writing/</p>



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		Should all students should have an after school job?	
English FLE	Comprehension-0500 <ul style="list-style-type: none"> To develop inferential skills 	Analyse the passage given in the past paper and answer the questions. Remember to <ol style="list-style-type: none"> write full sentences if the question starts with 'explain'. Use own words where necessary 	https://pastpapers.co/cie/view.php?id=cie/IGCSE/English-First-Language-0500/2005/2005%20Jun/0500_s05_qp_1.pdf https://pastpapers.co/cie/view.php?id=cie/IGCSE/English-First-Language-0500/2005/2005%20Nov/0500_w05_qp_1.pdf
English Literature	Introduction to Literature	<ul style="list-style-type: none"> Discuss the following topics with your child and create a flowchart or PPT based on the ideas and opinions generated. Does Art Imitate Life or Does Life imitate Art? What is the purpose of turning Historical Characters and Events into plays or movies? How does it affect viewers? How can we define the term 'literature'? 	https://www.theschooloflife.com/thebookoflife/what-is-literature-for-3/ https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defines-humanity/



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		<ul style="list-style-type: none"> Who determines if a book, has literary worth? 	https://www.cambridgeinternational.org/Images/596436-2023-2025-syllabus.pdf
Mathematics (Accelerated)	<p>Limits of accuracy:</p> <ul style="list-style-type: none"> Give upper and lower bounds for data rounded to a specified accuracy Find upper and lower bounds of the results of calculations which have used data rounded to a specified accuracy <p>Sets and Venn diagrams:</p>	<p>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.</p> <p>Make a glossary of different terms used in Sets and their notations. Add one example for each of those.</p> <p>Research on real life application of sets and Venn diagrams.</p>	<p> https://thirdspacelearning.com/gcse-maths/number/upper-and-lower-bounds/ https://www.bbc.co.uk/bitesize/guides/zscq6yc/revision/6 https://mmerevise.co.uk/gcse-maths-revision/upper-and-lower-bounds-worksheets-revision/ </p> <p> https://www.mathsisfun.com/sets/venn-diagrams.html </p>



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	<ul style="list-style-type: none">• Use language, notation and Venn diagrams to describe sets and represent relationships between sets• Analyse and apply the concept of Sets and Venn diagrams in problem solving <p>SURDS:</p> <ul style="list-style-type: none">• Understand and use surds, including simplifying expressions and rationalising the denominator	<p>Research on the relevance of knowledge and application of surds. Why do we have to use surds in some scenarios?</p>	<p>https://corbettmaths.com/2016/08/07/venn-diagrams/ https://thirdspacelearning.com/gcse-maths/probability/venn-diagram/</p> <p>https://www.bbc.co.uk/bitesize/guides/zg6vcj6/revision/1 https://www.salesiancollege.com/uploaded/MainFolder/documents/hitthegroundrunning/Lectures/Resources/Maths 2 Surds 1 instructions.pdf</p>
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Mathematics (Extended)	Bounds Learning objective: <ul style="list-style-type: none">To calculate the upper and lower bounds for data rounded to a specified accuracy.To find upper and lower bounds of the results of calculations which have used data rounded to a specified accuracy (significant figures)	<ul style="list-style-type: none">Research on the applications of upper and lower bounds in mathThink of the different ways of how bounds is applied in mathAnalyse the significance of bounds in math <ul style="list-style-type: none">Make notes on solving quadratic equations by factorization, by formula, and by completing the square.Create word problems on the applications of quadratic equations.	https://thirdspacelearning.com/gcse-maths/number/upper-and-lower-bounds/ https://www.exam.tips/gcse-maths-upper-and-lower-bounds/ https://resource.download.wjec.co.uk/vtc/2022-23/ko22-23_1-1/pdf/_eng/batch-3/wjec-upper-and-lower-bounds-higher.pdf https://www.onlinemathlearning.com/upper-lower-bounds.html#goog_rewarded https://www.studysmarter.co.uk/explanations/math/pure-



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	<p>ALGEBRA Quadratic Factorisation Learning objective:</p> <ul style="list-style-type: none">• To factorize the difference of squares• To solve a quadratic equation of the form $ax^2 + bx + c = 0$ by factorization, formula, and completing the square <p>Algebraic Fractions Learning objective:</p>	<ul style="list-style-type: none">• Research on the applications of algebraic fractions in real life.• What are some situations where they can be used effectively.• Research in how engineers apply algebraic fractions or describe physical relationships and design process. <p>Research on what jobs use algebraic fractions</p>	<p>maths/lower-and-upper-bounds/ https://igcsemathstutor.com/calculating-upper-and-lower-bounds/</p> <p>https://www.mathsisfun.com/algebra/factoring.html http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/factoringshirev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/quadequationshirev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/formulaehirev1.shtml http://mathonweb.com/help_ebook/html/factoring_2.htm</p>
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	<ul style="list-style-type: none">• To simplify algebraic fractions and write as a single fraction• To find the sum and difference of the algebraic fractions and simplify to a single fraction.• To solve application word problems algebraic fractions		<p>http://www.purplemath.com/modules/solvquad4.htm</p> <p>https://www.bbc.co.uk/bitesize/guides/zw47tv4/revision/1</p> <p>https://mmerevise.co.uk/gcse-maths-revision/algebraic-fractions-gcse-maths-revision-worksheets/</p> <p>https://revisionmaths.com/gcse-maths-revision/algebra/algebraic-fractions#google_vignette</p> <p>https://www.interactive-maths.com/blog/teaching-algebraic-fractions#google_vignette</p>
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Mathematics - Statistic	Topic: Collection of Data Learning Objective: <ul style="list-style-type: none">• To differentiate between different types of data for eg quantitative and qualitative, discrete and continuous data etc.• To recognize data can be obtained from primary and secondary sources. Understand meaning of terms Population, sample and census. Understand reasons for sampling, design and use a sampling frame.	Collection of Data: Fun quizzes to test students' knowledge. https://quizlet.com/147475753/types-of-data-gcse-maths-flash-cards/ Activities based on reiterating the assumptions made when using the data capture technique (not the method of calculation)	Types of Data Worksheets Questions and Revision MME Types of data - Collecting data - AQA - GCSE Maths Revision - AQA - BBC Bitesize Data Collection Definition, Methods & Examples Data collection and sampling - Introduction to fieldwork skills - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize
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Physics	<p><u>Length and time</u> Use ruler and measuring cylinders to determine the length or volume.</p> <p>Use clocks and devices for measuring an interval of time</p> <p>Use micrometer screw gauge to measure thickness.</p> <p>Measure and describe how to measure a short interval of time (including the period of a pendulum)</p> <p><u>Describing Motion</u> Calculate the area under a speed/time graph to work out</p>	<p>Wrapping a length of thread 10 times round a boiling tube, measuring the length of thread and then calculating the circumference of the tube.</p> <p>Timing 20 swings of a pendulum to find the period.</p> <p>Define speed and velocity. Calculate speed from total distance/total time</p>	<p>Unit 4: Past Paper Question Alternative to Practical1 . IGCSE Physics Coursebook CD-ROM Activity Sheet 1.1</p> <p>Edpuzzle: Density</p> <p>https://edpuzzle.com/media/564283937046286b6c81427e</p> <p>Edpuzzle Measurement tools https://edpuzzle.com/media/5f36a33b141eb83f945cbcd2</p> <p>Activity on velocity and acceleration with animations for student use:</p>
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	<p>the distance travelled for motion with constant acceleration</p> <p>Demonstrate some understanding that acceleration is related to changing speed</p> <p>State that the acceleration of free fall for a body near to the Earth is constant.</p> <p>Distinguish between speed and velocity</p> <p>Describe qualitatively the motion of bodies falling in a uniform gravitational field with and without air resistance (including</p>	<p>Plot and interpret a speed/time graph or a distance/time graph</p> <p>Recognize from the shape of a speed/time graph when a body is</p> <ul style="list-style-type: none">- at rest- moving with constant speed	<p>www.fearofphysics.com/Xva/xva</p> <p>Motion diagram https://edpuzzle.com/media/630e02189667e3411261e1b9</p> <p>Make your own space shuttle: www.nasaexplores.com/</p> <p>Stopping distances can be found from: www.driveandstayalive.com/info%20section/stopping-distances.htm#stop-dist-table-for-dry-road</p> <p>Instructions here for a fun investigation involving ideas around terminal velocity:</p>
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	reference to terminal velocity)		www.school.discovery.com/lessonplans/
Chemistry	<p>The particulate nature of matter</p> <ul style="list-style-type: none"> • explain interconversion in terms of the kinetic particle theory. • Describe and explain diffusion. • Describe and explain dependence of rate <p>Experimental Techniques</p> <ul style="list-style-type: none"> • Describe paper chromatography • Interpret simple chromatograms 	<p>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.</p> <p>Experimental work like purification of an impure solid</p> <p>Demonstration of the purification process distillation and performing filtration and crystallisation</p>	<p>https://www.bbc.co.uk/bitesize/guides/zthyj6f/revision/1 https://sites.google.com/site/internationalgcsechemistry/year-9-topics/states-of-matter</p> <p>https://www.bbc.co.uk/bitesize/guides/ztxwtv4/revision/4 https://sites.google.com/site/igcsechemistry2017/home/year-9-topics/9-1-prior-knowledge/9-01-2-methods-of-separation</p>

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	<ul style="list-style-type: none"> • Assessing purity by melting and boiling point information • Explain methods of purification by the use of a suitable solvent, filtration, crystallisation and distillation 		
Biology	<p><u>Characteristics of living organisms:</u></p> <ul style="list-style-type: none"> • To define the basic characteristics of living organisms. • To describe the characteristics of living organisms. <p><u>Concept and use of a classification system:</u></p>	<ul style="list-style-type: none"> ➤ Encourage the students to prepare a mind map showing various characters of living organisms. ➤ Construct a chart or a leaflet to distinguish between the various groups of living things. ➤ Develop a maze/ puzzle/word search on classification of living things ➤ Research on the history of classification. 	<ul style="list-style-type: none"> ➤ http://sciencenetlinks.com/lessons/classify-that/ ➤ https://www.tes.com/teaching-resource/classification-of-living-things-card-sort-activity-6425292 ➤ https://www.pinterest.com/pinningteacher/classifying-living-things/?lp=true



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	<ul style="list-style-type: none">• To state the importance of classification and to define species.• To define and describe the binomial system of nomenclature and its importance.• To explain that classification systems aim to reflect evolutionary relationships.• To explain that the sequences of bases in DNA are used as accurate means of classification.• Explain that organisms that share a more similar DNA sequence recent	<ul style="list-style-type: none">➤ Make an easy study tool like chip-chop to study the classification.➤ Consider the real-life examples and give the scientific names of some local organisms.➤ Create a dichotomous key using their knowledge on the topic.	<ul style="list-style-type: none">➤ https://www.pinterest.com/pin/431923420500564105/➤ https://www.pinterest.com/pin/431923420496678124/➤ http://shapeoflife.org/sites/default/files/SoL-Lesson-Classification-comm.pdf➤ http://www.cpalms.org/Public/PreviewResourceLesson/Preview/128826➤ https://www.pinterest.com/pin/560064903642722842/➤ http://www.saps.org.uk/secondary/teaching-
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	<p>ancestor than that of a distant ancestor.</p> <ul style="list-style-type: none"> List the features various group of organisms including vertebrates and invertebrates and viruses as well. To construct and use simple dichotomous keys based on the identifiable features. 		<p>resources/826-binomial-system</p> <ul style="list-style-type: none"> ➤ http://study.com/academy/lesson/binomial-nomenclature-definition-classification-system.html ➤ https://oregonstate.edu/trees/dichotomous_key.html
<p>Food and Nutrition</p>	<ul style="list-style-type: none"> An understanding of the terms used in nutrition and nutrition-related problems. Composition and value of the main foods in the diet- Sources of protein (dairy 	<ul style="list-style-type: none"> Write a sentence using each of the key words which are used in food lessons so you know how to use them in conversation. Make a paper or video recipe of how to make a healthy version of a normally unhealthy meal 	<ul style="list-style-type: none"> https://www.eatforhealth.gov.au/food-essentials/five-food-groups http://vikaspedia.in/health/nutrition/nutritive-value-of-foods/nutritive-value-of-cereals-and-millets



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	products, eggs, fish, meat , soya); cereals (maize, millets, oats, rice, wheat); fruits and vegetables, including pulses and nuts; fats and oils.		
Economics	<p>The basic economic problem</p> <ul style="list-style-type: none"> To explain the nature of the economic problem and analyse how scarcity leads to choice and opportunity cost. To analyse different factors of production and their rewards 	<p>Learners explore the basic economic problem using a game simulating the need to survive on a desert island. In groups, learners discuss what is likely to happen to the quantity of goods and services, such as cars, computers and computer accessories, food, clothing and financial services, that people will want in the future and whether it will be possible to meet these wants. In pairs learners consider the similarities and differences in alternate methods of energy provision, e.g.: wood /coal burning versus wind or solar power, petrol cars versus electric cars. Which method(s) will provide energy furthest into the future and why.</p> <p>Extension activity: Learners explore recent newspapers, cutting out examples of Economics, news stories that reflect</p>	<p>http://www.bized.co.uk/learn/economics/micro/problem/index.htm</p> <p>http://www.tutor2u.net/economics/content/topics/introduction/scarcity.htm</p> <p>You Tube links : mjm Foodie :Episode 2 (Scarcity & Choice Episode3 : Resources</p> <p>EconMovies1: Star Wars</p>



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	<ul style="list-style-type: none">To identify and explain the causes of changes in quality and quantity of factors of production.	<p>the different definitions of Economics. The display is titled 'Economics in the News. Use the above activities to discuss with them the meaning of the terms 'finite resources' and 'unlimited wants. Provide learners with a list of products they can both afford and not afford to buy. The list should also include items such as 'air' and 'sea water'. Learners can then decide whether each item is an economic good or a free good. Learners define the terms 'finite resources', 'unlimited wants', 'economic goods' and 'free goods. Then ask them to explain the basic economic problem</p> <p>introduce the names of the four factors of production. Provide names and definitions on cards. In pairs learners sort each factor of production card to match its definition then define and describe each factor of production in their own words.</p> <p>Learners will explore to define the terms 'finite resources', 'unlimited wants', economic goods' and 'free goods'. Then will explain the basic economic problem.</p>	<p>(Scacity, Choice & Exchange) (Innovation) Slide Presentation 1.1 Handout 1-5</p>
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		<p>- Explore difference between land and capital and the difference between labour and enterprise and research ways in which a country can increase the size and quality of its factors of production</p> <p>Give learners the list of resources from the previous activity and ask them to classify each item as being either land, labour, capital or enterprise. If necessary, add new items to ensure all four factors have resources identified. Ask them to explain in their own words the difference between land and capital and the difference between labour and enterprise. (1)Introduce the terms rent, interest, wages, profit. In pairs learners suggest definitions of these terms and match them to the four factors of production. Review their solutions, correcting any errors. In groups, learners research ways in which a country can increase the size and quality of its factors of production. Examples include: How has Qatar increased its land and labour? How has China increased its capital? How can a country encourage more people to become entrepreneurs?</p>	
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		<p>How can people be persuaded to move from one part of the USA to another? Extension activity: Learners write a job description and person specification (you may need to explain these terms that are not part of the syllabus) for the role of entrepreneur.</p>	
<p>Accounting</p>	<p><u>Introduction to accounting</u></p> <ul style="list-style-type: none"> • To interpret the purpose of accounting • To identifying users of accounting information • To explore the role of accounting in business • To differentiate between bookkeeping and accounting 	<p>Imagine you are one of the following: a business owner, an investor, a government tax officer, or a bank loan officer. In one paragraph, explain why you need accounting information, what type of information you require (e.g., income, expenses, profit), and whether you rely more on bookkeeping data or full accounting reports. Use examples to show how this information helps you make decisions.</p>	<p> www.dineshbakshi.com www.cie.org.uk www.myaccountinglab.com https://gocardless.com/guides/posts/what-is-a-control-account/ </p>



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Business Studies	<p><u>Understanding business activity</u></p> <ul style="list-style-type: none"> • To explain how scarcity affects business decision-making. • To explain the benefits of specialization, such as increased productivity, efficiency, and quality of products or services. 	<p>Start with the question ‘What makes a successful business?’.</p> <p>Learners write down words or ideas on small squares of paper. In pairs, learners share ideas with each other before joining with another pair. Working as a group, learners classify similar words together and explore patterns between the words that may identify different elements of each term. Lead a class discussion to draw out the key features of the course.</p> <p>Learners write down five or six products or services that they want or need. Discuss the difference between a ‘want’ and ‘need’ and classify the items into the two groups. Describe how business activity aims to meet these unlimited needs and wants from limited resources.</p> <p>Use a diagram – for example how clothes production has changed over time – to introduce the idea of specialisation.</p> <p>Define ‘opportunity cost’, ‘specialisation’ and ‘added value’.</p> <p>Learners create a glossary of key words and definitions. Learners should add all key terms to the glossary throughout the course.</p>	<p>Some means for students to make presentation e.g. flipchart. Visit Government websites and explore National Government Statistics e.g.</p> <p>www.economy.gov.eg (Egypt)</p> <p>www.ipa.gov.pg (Papua New Guinea)</p> <p>www.gov.bw (Botswana)</p> <p>http://www.bccthai.com/ (Thailand)</p> <p>www.mop.gov.kw (Kuwait),</p> <p>www.saudinf.com (Saudi Arabia)</p> <p>www.investinspain.org (Spain)</p> <p>www.statistics.gov.uk (UK)</p> <p>www.pak.gov.pk , (Pakistan)</p> <p>www.commonwealth.org.uk</p>



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	<ul style="list-style-type: none">To explain the concept of added value and its significance in business contexts.	<p>Show the learners a diagram of the production process for a product. As a class, discuss the complete process from source to finished product in making orange juice (from farm to customers' glasses) bringing out the concepts of cost, price, profit and how value can be added at each stage.</p> <p>Learners produce a diagram to show the stages of production involved in making a different item – e.g. a table to show how value can be added at each stage. Alternatively provide a worksheet with the images in the wrong order to place in order and match to a correct description. (F)</p> <p>Use a diagram to explain the concept of added value. Explain how added value is the difference between the selling price and the cost of all materials bought to make the product. Learners complete a worksheet, which guides them to investigate why added value is important and how a business could increase its added value. (F)</p> <p>Link to 1.2 business activity in terms of primary, secondary and tertiary sectors.</p>	<p>IGCSE Business Studies CD-ROM www.thetimes100.co.uk Choose a large business in the country and access its accounts on the net, or find a multi-national that operates in the country.</p>
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Travel and Tourism	To develop the ability to critically analyze the role of global organizations in promoting sustainable tourism through independent research.	Research how a major global travel and tourism organisation (e.g., UNWTO or IATA) supports sustainable tourism. Critically evaluate its initiatives and suggest improvements or innovations that could make a greater impact. Present your findings in a short report or presentation using evidence from reliable sources.	https://tourism4sdgs.org/tips_indicators/ https://whc.unesco.org/en/sustainabletourismtoolkit/
Sociology		Mini Interview: "Education Then and Now" Explore changes in educational experiences across generations. Task: <ul style="list-style-type: none"> • Interview a parent, grandparent, or older sibling. • Ask about school structure, discipline, gender roles, and subject choices. • Compare to their own school experience. • Write a short report linking findings to concepts like <i>formal/informal curriculum, hidden curriculum, or gendered subject choices</i>. 	Textbook



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Psychology	Development	<p>Task: At home, try these simple activities to see how children think differently at different ages:</p> <ol style="list-style-type: none">1. Sensorimotor Stage (Baby stage): Think about how babies explore the world using their senses—touch, taste, hear, and move. <i>Activity:</i> Observe a baby or toddler (if possible) or imagine how a baby learns by using their senses. Write down 3 things a baby might do to learn about something new.2. Preoperational Stage (Ages 2-7): Children at this age focus on one thing at a time. <i>Activity:</i> Find 5 different objects at home (toys, utensils, etc.). Sort them by one feature only, like color. Then, try sorting the same objects by a different feature, like size. Which way was easier? Write about it.3. Concrete Operational Stage (Ages 7-11): Children begin to think logically about real things. <i>Activity:</i> Create a simple sorting game with your family or siblings where you group things based on two features (e.g.,	<ol style="list-style-type: none">1. Textbook2. https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457
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		<p>shape and color). Write down how you decided to group the objects.</p> <p>4. Formal Operational Stage (Ages 12+): Older children can think about abstract ideas and “what if” scenarios. <i>Activity:</i> Think of a “what if” question, like “What if animals could talk?” or “What if there was no electricity?” Write your thoughts about what might happen.</p> <p>5. Draw a picture or create a simple chart showing these four stages and what kids can do at each stage.</p>	
History	Was the Treaty of Versailles (TOV) fair?	<ol style="list-style-type: none"> 1. Create personal profile charts of the aims and motives for each of the Big Three at the Paris Peace Conference in 1919. 2. Motives and aims of the Big Three at Versailles-Examine the motives and aims of the ‘Big Three’ at Versailles. 3. Analyse 'how these aims of BIG 3s were affected by personal prejudices and popular opinion'. 4. Success and failures of BIG 3 at Versailles-examine the terms of the Treaty of Versailles & analyse the terms of the 	<ol style="list-style-type: none"> 1. Textbook 2. https://d-maps.com/carte.php?num_car=6029&lang=en 3. www.johndclare.net/peace_treaties3_compromise.htm



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		<p style="text-align: center;">treaty of Versailles and categorise them into financial, territorial, military and other terms.</p>	
<p>Environmental Management</p>	<p>Learning objective: By the end of the project, students will be able to: describe the importance of oceans and fisheries to global ecosystems and human societies, understand the causes and effects of overfishing, assess current management strategies for fisheries, and propose evidence-based solutions for sustainable fishing.</p>	<p style="color: red; text-align: center;">Choose any one:</p> <ul style="list-style-type: none"> • Option A: Visit a local fish market or coastal area (if accessible) and interview fish sellers about fishing trends and species availability. • Option B: Use online open datasets (e.g., FAO, NOAA) to analyze fish catch trends over time. • Deliverable: A graph/chart showing trends and a short-written interpretation. <p style="text-align: center;">Task:</p> <ol style="list-style-type: none"> 1. Design an awareness campaign that promotes sustainable fishing. 2. Write a brief proposal (1–2 pages) outlining a sustainable fisheries management plan for a selected region. 	<p>EVM course book, field trip, https://www.noaa.gov/fisheries https://www.fao.org/faostat https://www.nodc.noaa.gov/worlddatacenter/digitaldata.html https://coastwatch.pfeg.noaa.gov/erddap https://catalog.data.gov/dataset/fishery-economic-performance-measures1</p>



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ICT	<p><u>LESSON OBJECTIVE</u> To create spreadsheets using MS EXCEL, and explore entering formulas, sort data and format cells</p> <p><u>LESSON OUTCOME</u> Will be able to create spreadsheet using MS EXCEL, use formulas and try test data in the model</p>	<p>Microsoft Excel is a spreadsheet program used to store and retrieve numerical data in a grid format of columns and rows. Excel is ideal for entering, calculating and analyzing company data such as sales figures, sales taxes or commissions.</p> <p>Encourage your child:</p> <ul style="list-style-type: none">• Create the layout for spreadsheet data model• Enter formulae and simple function in spreadsheets• Manipulate the data• Test the data model• Sort the data model• Change the display and the format of cells• Change the size of row and column	<p>https://www.bbc.co.uk/bitesize/guides/zwxbtv4/revision/1</p>
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Computer Science	Data Representation Learning Objective: <ul style="list-style-type: none">• To understand how data is represented in a computer system using binary, hexadecimal, and standard character sets.• To be able to convert between binary, denary, and hexadecimal number systems.• To explain how images and sound are represented digitally using binary.	<ul style="list-style-type: none">• Compare binary and hexadecimal number systems. Why might programmers prefer using hexadecimal over binary?• An image with a high resolution and colour depth is not loading properly. Analyse possible reasons why and suggest solutions.• Explain how binary overflow could cause errors in a program. Provide a real-world example where this might be critical.• Two sound files have the same duration but different file sizes. Analyse the reason behind this difference.• Design a simple image (e.g., smiley face or letter) using an 8×8 binary pixel grid and specify the resolution, colour depth, and file size.	Representing Data - Computer Science Booklet with activities. Binary, Hexadecimal, ASCII, Unicode Teaching Resources https://craigndave.org/video-categories/cambridge-igcse-0984-0478-1-data-representation/
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	<ul style="list-style-type: none"> To understand the purpose and use of ASCII and Unicode. 		
Physical Education	Research about muscles — learn how they work in pairs to create movement and link the muscular and skeletal systems in both PE theory and performance.	To deepen your understanding of how the skeletal and muscular systems work individually and together to enable movement and support physical activity.	www.cie.org.uk
Art	Developing and completing component 1.	Opportunity to alter, change and develop images as the process of refinement, experimentation and develop their ideas in a personal and creative manner. Students to realise intentions and present work in an appropriate format that best reflect evidences of primary resource and the assessment objectives.	www.studentartguide.com
French	<ul style="list-style-type: none"> Là où j’habite 	<u>Writing :</u> Students are requested to make a blog to describe their house/ room in details giving their opinion.	https://www.podcastfrancaisfacile.com/vocabulaire/description-maison.html

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	<ul style="list-style-type: none"> • C'est comment chez toi ? • Chez moi, je... • Les articles indéfinis/définis • L'accord des adjectifs <p>Les verbes en "er" au présent</p>	<p><u>Speaking :</u> Students are requested to make a podcast/dialogue to describe their house/ room in details giving their opinion.</p> <p><u>Reading :</u> A selected reading comprehension tasks based on IGCSE expectations on the topic : house/ room/city.</p> <p><u>Listening :</u> A selected listening comprehension tasks based on IGCSE expectations on the topic : house/ room/city.</p>	<p>https://www.scoilnet.ie/uploads/resources/31037/30773.pdf https://français.lingolia.com/fr/grammaire/articles https://www.podcastfrançaisfacile.com/conjugaison/les-verb-es-en-er.html</p>
<p>Arabic (Arabs)</p>	<ul style="list-style-type: none"> • قصة الخبز • قصيدة السمؤال • صبيغ المبالغة <p>الاستعارة</p>	<ul style="list-style-type: none"> • يحلل القصة لعناصرها الفنية • يستنتج المشكلة الاجتماعية والمشكلة الفنية في القصة • يتتبع خط تصاعد الأحداث من البداية حتى نهاية القصة • يقارن بين قصة الخبز وقصة أخرى درسها • يصف الشخصيات من خلال أقوالها وأفعالها • يحلل الأبيات تحليلًا بلاغيًا • ينثر الأبيات نثرًا أدبيًا بأسلوبه • يدلل على فكرة القصيدة من خلال الألفاظ والصور والخيال 	<p>https://www.youtube.com/watch?v=fbfdXEKPD5A&t=1s https://seraj-uae.com/file/3868/ https://www.youtube.com/watch?v=9EYkUJQYoOI&t=75s https://www.youtube.com/watch?v=joC0b_4quhc&t=12s</p>

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		<ul style="list-style-type: none"> • يدل على صيغ المبالغة القياسية من القرآن والشعر <p>يدلل على نوعي الاستعارة بالشواهد</p>	https://www.youtube.com/watch?v=ORnbfRFz8A&t=4s
Arabic Non-Arabs	<p>Topic: التلوث البيئي</p> <p>Learning Objectives:</p> <p>أن يوضح التلاميذ أسباب التلوث أن يشرح التلاميذ أضرار التلوث أن يقيم التلاميذ تأثير التلوث أن يقترح التلاميذ الحلول لمشكلة التلوث</p>	<p>The students can create videos about pollution</p> <p>The students can design posters about pollution</p> <p>The students can create banners on how to stop pollution</p> <p>The students can create a magazine about pollution</p> <p>The students can do interviews about pollution.</p>	<p>أسباب التلوث</p> <p>Arabic for Non Arabs - حلول تلوث الهواء 9 -Y</p> <p>أضرار التلوث</p>
Islamic Education (Arabs)	<p>TOPIC: سورة الكهف - 1-8</p> <p>القرآن المكي والمدني</p> <p>Learning objectives:</p>	<p>بحث عن أسباب نزول سورة الكهف . بين فضل قراءة سورة الكهف وضح الفرق بين الحمد والشكر</p> <p>لماذا تقدم أسلوب النفي ولم يجعل له عوجاً " على صفة القرآن (قيماً) ؟ "</p>	<p>https://ar.islamway.net/quran/interpretation/saadi/18</p> <p>https://mawdoo3.com/%D8%A7%D9%84%D9%82%D9%8A%D9%85-%D8%A7%D9%84%D9%85%D8%B3%D8%AA%D9%81%D8%A</p>



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	يقارن الطالب بين مميزات الآيات المكية والمدنية.		https://seraj-uae.com/file/3194/
Islamic Education (Non Arabs)	TOPIC: * Surah Al Kahf (1-8) *Makkan and Madinian Quran Learning objectives: 1- To interpret the meanings of the Ayat linking them to the daily lives. 2- To explain the reason of revelation of the surah. 3- To define Makkan and Madinian Quran	Search and write a about importance of Surah Al Kahf in Muslim's life and why Allah made us read it every Friday. Infer the lessons learned. Write a topic comparing and contrast the different features of Makkan and Madinian Quran.	https://myislam.org/surah-kahf/ https://islamonline.net/en/makkan-and-madinan-revelations/



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	4- Explain the distinctive features of the Makkan and Madanian Quran		
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Moral Education			
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