

CURRICULUM OVERVIEW 2019-2020

PERSPECTIVES - YEAR 9

TERM 1

<u>MORAL EDUCATION</u>	<u>UAE SST</u>	<u>HUMANITIES</u>
<p><u>THEME: CHARACTER AND MORALITY</u> UNIT: Ethics in the context of communities</p> <p>Expanding an interest in morality within the broader Emirati community. It also discusses the concepts of community, social identity and social cohesion, and the ideas that people belong to intertwining social circles and communities require moral obligations from their constituents. create understanding of the meaning of “Social Identity” (to a level compatible with their age), i.e. the role/identity or the position they take within their communities, and identifying their contributions on the community level.</p> <p>Topics: Community, role of community, Form of our communities, Guaranteeing the</p>	<p><u>THEME: EMIRATES OUR HISTORY</u></p> <ol style="list-style-type: none"> 1. Students to analyze the iron age and its impacts in the region. 2. To describe the ancient irrigation system- Falaj and the importance of water in UAE. 3. Students will study the transformation of the desert, benefits of camel and the end of the iron age. 4. Student will be able to evaluate the Muweilah site in terms of the UNESCO criteria for World Heritage site status. 5. Students to analyze the Persian empire, maritime trade in UAE and the rise of Islam. <p>Topics: The Falaj and the growth of towns and villages, The camel and the transformation of the desert, the rise of empires, UAE and</p>	<p><u>THEME: CONFLICT AROUND THE WORLD</u></p> <p><u>HISTORY:</u></p> <p>Student is able to analyze the causes and consequences of WW1. They will apply the mapping skills to locate the countries and compare the map of Europe before and after WW1.</p> <p>TOPICS: WORLD WAR ONE- causes, impacts etc.</p> <p>https://www.tes.com/teaching-resource/the-causes-of-the-first-world-war-11278545</p> <p>https://www.methacton.org/cms/lib/PA01000176/Centricity/Domain/1026/world-war-1-beginning.pdf</p> <p><u>GEOGRAPHY:</u></p> <p>Students will be able to explain the reasons for uneven population distribution in the world and analyze the causes and consequences of over and under populations.</p>

<p>Safety of Communities, Social groups in the UAE.</p> <p><u>BYOD:</u></p> <p><u>Guaranteeing the Safety of Communities:</u></p> <p>1. Research on the United Nations Development Programme (UNDP) and highlight its importance for the growth of the world and UAE communities.</p> <p>2. Conduct research on an initiative launched by an international or Emirati Organization to enhance social cohesion. Then present your research.</p> <p><u>Communities and Social Groups in the UAE:</u> Conduct research on the UAE Charter of Tolerance and Coexistence and Peace. Discuss its aims. Suggest ways in which tolerance can be applied to our behaviour at the level of family, school and youth groups.</p>	<p>maritime trade at the dawn of Islam, The coming of Islam, UAE and Arabia at the Dawn of Islam.</p> <p><u>BYOD:</u></p> <p>1. Falaj and the importance of water in the UAE: Importance of Falaj in the way of life of people in the UAE.</p> <p>2. Camels and transformation of desert: Research on wild camels in UAE, domestication and importance of camels.</p> <p>3. The significance of Mleiha: Evaluate the significance of Mleiha site to Emirati history and culture.</p>	<p>Students to come up with ideas to control over population. Student is able to explain migration- give reasons for it and the impacts of migration.</p> <p>Students will be able to analyze and interpret the population structure of countries and compare the population structures of LEDC and MEDC.</p> <p>Skills: Geographical enquiry, compare and contrast, Analysis, Reasoning.</p> <p>TOPIC: Population</p> <p>https://www.tes.com/teaching-resource/population-change-powerpoint-3005719</p> <p>https://www.tes.com/teaching-resource/migration-6311952</p> <p>https://www.tes.com/teaching-resource/interpreting-population-pyramids-6295595</p>
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