

## CURRICULUM OVERVIEW 2019-2020

### PERSPECTIVES -YEAR 7

#### TERM 1

<u>MORAL EDUCATION</u>	<u>UAE SST</u>	<u>HUMANITIES</u>
<p><u>THEME: CHARACTER AND MORALITY</u></p> <p>1.Students to describe the various aspects of the collective life of a group or community, which influence the behavior of individual members within the group.</p> <p>2. Students to demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).</p> <p>3.Students to explain the aspects of the equality among people.</p> <p>4.Analyze and consider the concepts of individual and collective responsibility in relation to health.</p> <p>5.To recognize their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise</p>	<p><u>THEME: UAE FROM EUROPEAN AGE OF DISCOVERY UP TO END OF PROTECTORATE (ECONOMY, SOCIAL, LIFESTYLE)</u></p> <p>Students will study the life in the Trucial states, arrival of Europeans in Trucial states, maritime trade and pearl diving.</p> <p>Students to analyze pearl trading and other economic activities in UAE.</p> <p>Student will be able to explain about the heritage museums in UAE.</p> <p><b>Theme:</b></p> <p><b>Key Concepts:</b> History of globalization.</p> <p><u>BYOD:</u></p> <p>1. Research on life Trucial states and arrival of Europeans in Trucial states.</p>	<p><u>GEOGRAPHY</u></p> <p><u>THEME: DISCOVERING UAE</u></p> <p>1.To analyze how is UAE is connected to other parts of the world. Students will be introduced to key concepts of place and scale.</p> <p>2.Students will be able to explain the concepts of four and six-figure grids and apply the concept to locate the places on the given maps. Student is able to locate different historical places in the UAE using grid.</p> <p>3.To compare different areas - look for symbols and recognize modern estate, industrial center, old housing, commercial center.</p>

<p><u>Topics:</u> Equality and justice as fairness: Aspects of equality between people, How is fair distribution accomplished, Distributive justice, Criteria for distributive justice, How to be fair in distribution.</p> <p><u>BYOD:</u> 1.Fairness is one of the key pillars on which the UAE was founded. Search and summarize the efforts taken by the leaders for the establishment of UAE.</p> <p>2.Carry out some research into the Emirati healthcare system. Then identify how distributive justice could be achieved within it.</p>	<p>2.Make a power point presentation on maritime activities in UAE- Include pearl diving, ship building and fishing.</p> <p>3. Research on the heritage museums in UAE and their historical importance.</p>	<p>Topics: Scale, Ratios, Maps, OS Maps, Grid References. Skills: Mapping, reasoning, Geographical enquiry.</p> <p><a href="https://www.tes.com/teaching-resource/4-and-6-grid-reference-exercises-6291826">https://www.tes.com/teaching-resource/4-and-6-grid-reference-exercises-6291826</a> <a href="https://www.tes.com/teaching-resource/4-and-6-figure-grid-references-6373196">https://www.tes.com/teaching-resource/4-and-6-figure-grid-references-6373196</a></p> <p><u>HISTORY:</u> <u>THEME: APPRECIATING THE</u> <u>WORLD: How have the legacies of the</u> <u>world impacted our lives today?</u></p> <p>Students to compare and contrast life in a medieval village and in a medieval town. Student is able to analyze how football has changed much since the Middle Ages.</p> <p>Topics: Medieval Ages: compare and contrast life in a medieval village and in</p>
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