

## St. Mary's Catholic High School (2017-2018)

### YEAR 1 LONG TERM PLAN with CURRICULUM STANDARDS

| YEAR 1 | WEEK 1  | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8   |
|--------|---|--|--|--|--|---|---|----------|
| Term 1 | Past and Present Toys   | Dad's Toys   | Our Clothes  | Old and New Clothes  | National clothes of UAE  | Changes within Living memory                                      | changes within Living   | Revision |
|        | Identify and describe past and present toys. Student is able to make comparison of events using words indicating time.  | Distinguish the differences between old and new toys.  | Describe and name different types of clothes.  | Compare the different clothes of the past and present; Sort out clothes. Student is able to make comparison of events using words indicating time. | Identify different ways of dressing up related to the different people/places. Student is able to explain some components of heritage in his/her country | Identify the past and present technology                          | sort some technological items as being from the past or still in use now. |          |
| Term 1 | A Modern House  | House Materials  | A Victorian House  | Inside a Victorian House   | Place the Objects  | What do we use now?   | What do we use now?   | Revision |
|        | Identify external features of a modern house. Student is able to identify different ways to learn about his/her community's history (verbal history, pictures, old buildings, illustrated stories). | Name and describe the common materials used in house building.   | Recognize ways in which external features of old houses differ from modern houses. Can identify and talk about the UAE houses in past and present. | Identify domestic objects from Victorian homes; Recognize how and where they were used.  | Recognize the objects used related to the different rooms.   | Compare the objects used in the past and in the present times.    | Describe the objects used in the past and in the present times.           |          |
| YEAR 1 | WEEK 1  | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8   |
| Term 2 | Washing Day   | Who used this?   | A Timeline for Holidays  | The Beach  | The Beach (past)   | The lives of significant individuals in the past.                 | The lives of significant individuals in the past.                         | Revision |
|        | Sequence how clothes were washed during the Victorian times.  | Share ideas about the Victorian lifestyle through learning about the objects and the people who used them.   | Give reasons on why we have holidays at certain times of the year.   | Tell when and where the seaside holidays take place. Student is able to design a plan of a familiar place.   | Demonstrate/ describe the things that they could find on the beach.  | Describe the life of Christopher Columbus.                        | Identify the achievements of Christopher Columbus.                        |          |
| Term 2 | Seaside Activities of Long  | Seaside Activities of past &   | On the Beach Today   | On the Beach Today   | Changes in Transport   | Past / Present Transport  | Transport in UAE  | Revision |
|        | Discuss different activities done at the seaside in the past.   | Compare the activities of past and present. Student is able to make comparisons between events, occasions, and historical heritage in his/her community and other communities. | Compare activities of seaside in the past and in the present.  | Describe the activities carried out on the seaside in UAE.   | Describe changes in transport. Student is able to distinguish social developments in the UAE community.  | Identify and describe the transport used in the past and present. | Identify and describe the transports in UAE.                              |          |

### YEAR 2 LONG TERM PLAN with CURRICULUM STANDARDS

| YEAR 2 | WEEK 1  | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5  | WEEK 6   | WEEK 7   | WEEK 8                     |
|--------|---|--|--|--|---|--|--|----------------------------|
| Term 1 | Unit 1 Florence   | Unit 1 Florence Nightingale  | Unit 1 Florence Nightingale  | Unit 1 Florence Nightingale  | Unit 1 Florence Nightingale   | Unit 1 Florence Nightingale  |  |                            |
|        | Florence Wants to be a  | Crimean War  | War Reports  | Nurse's Uniform  | The Journey to Crimea   | Hospital Horror  | Hospitals in UAE then and  | Revision                   |
|        | Recognize what makes the person exceptional for her time.           | Determine why nurses went to the Crimean War; Recognise the hospitals in UAE and their role in the UAE | Recognise the important of Journalists during the Crimean war. Write a report about the Crimean war. | Compare the different uniforms used in the past and present; Sort out the nurse's checklist during Florence's time.. | Identify the consequence of Rosa's action and what the protesters wanted to achieve   | Discuss the conditions on the hospitals when Florence went to Crimea.                      | Compare the hospitals in UAE then and now.   | Revise the worksheets done |
| Term 1 | Unit 2 George Stephenson  | Unit 2 George Stephenson   | Unit 2 George Stephenson   | Unit 2 George Stephenson   | Unit 2 George Stephenson  | Unit 2 George Stephenson   | Unit 2 George Stephenson   |                            |
|        | George Stephenson: Early  | Questions About George   | Transport when George  | Stephenson's Rocket  | The Rocket Wins   | Building Railways  | Changes in Transport and   | Revision                   |
|        | Show awareness on the main events in George Stephenson's early life | Recall facts about George Stephenson's life.   | Identify the types of transport used when George was young.  | Draw, label and explain how the Rocket functioned. Discuss about the invention of the Rocket.                        | To distinguish the rainhill trials as a significant event.  | Explain the terms related to build the railways.   | Discuss about the means of transport then and now; Recognise the development of transportation in the UAE. | Revise the worksheets done |
| YEAR 2 | WEEK 1  | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5  | WEEK 6   | WEEK 7   | WEEK 8                     |
| Term 2 | Unit 3 Samuel Pepys   | Unit 3 Samuel Pepys  | Unit 3 Samuel Pepys  | Unit 3 Samuel Pepys  | Unit 3 Samuel Pepys   | Unit 3 Samuel Pepys  | Unit 3 Samuel Pepys  |                            |
|        | Samuel Pepys' Early life  | Pepys' Diary   | London in Pepy's time  | A House in 1666  | What Pepys wrote about the fire   | Why the fire Spread and the  | Buildings after the fire and   | Revision                   |
|        | Describe Samuel Pepys' childhood and early life                     | Identify and sequence the events in Pepys' diary.  | Compare and Contrast London before and after the fire.   | Identify and describe the materials used to build houses in London during Pepys' time.                               | Write and identify what Pepys saw at each plane during the Great fire of London. Sequence the events on what Pepys saw during the fire. | Describe and identify the changes in transport. Enumerate the reasons why the fire spread. | Draw and label the materials used to build houses in London after the fire. Discuss about the              | Revise the worksheets done |

|        |   |   |   |  |   |  |  |                            |
|--------|---|---|---|--|---|--|--|----------------------------|
|        |   |   |   |  |   |  | buildings in UAE.Model a                                       |                            |
| Term 2 | Unit 4 Grace Darling<br>Map of the rescue                               | Unit 4 Grace Darling<br>The Longstone lighthouse  | Unit 4 Grace Darling<br>The story of the rescue'  | Unit 4 Grace Darling<br>Thanks to the heroine'   | Unit 4 Grace Darling<br>A painting of the rescue'   | Unit 4 Grace Darling<br>A song about Grace                             | Unit 4 Grace Darling<br>Victorian heroine                      | Revision                   |
|        | Explain when and where Grace lived. Find the Farne Islands on an atlas. | Look at the pictures of lighthouses. Talk about what it would be like to live on the islands in a lighthouse. | Ask children to recall the story. Prompt them to use words they will need for the task. | Discuss how we find out about famous people today. Talk about the ways in which Grace was made famous. | Talk about how the reports of the rescue were exaggerated as they were passed along.The sketch is based on a painting by C.J.Staniland(1838-1916) | Understand that some interpretations can exaggerate the actual events. | Discuss the reasons for, and results of, Grace Darling's fame. | Revise the worksheets done |

### YEAR 3 LONG TERM PLAN with CURRICULUM STANDARDS

| YEAR 3  | WEEK 1   | WEEK 2  | WEEK 3  | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7   | WEEK 8   |
|---------|--|---|---|--|--|---|--|----------|
| Term 1  | Yr3/1  | Yr3/2   | Yr3/3   | Yr3/4  | Yr3/5  | Yr3/6   | Yr3/7  | Yr3/8    |
|         | Changes In Britain From The Stone Age To The   | Changes In Britain From The Stone Age To The Iron Age   | Changes In Britain From The Stone Age To The Iron   | The Roman Empire and its impact on Britain   | The Roman Empire and its impact on Britain   | The Roman Empire and its impact on Britain  | The Roman Empire and its impact on Britain   | Revision |
|         | Understand how the Stone Age started. Why it's known as the Stone Age. Features of the Stone Age.  | Understand Stone Age homes. Who and how Stonehenge was constructed. What it might have been used for. Order events from the Stone Age to the Bronze Age.  | When the Iron Age started? Explain and describe the lifestyles of Iron Age people What is left today from the Iron Age How life changed after man learned how to farm. Explain the cultural significance of Stonehenge. <b>Na.Obj:able to collect images exhibiting life in the UAE community both recently and in the past.</b>                | Identify when the Roman era was. Recognise who Julius Caesar was. Reason out why he tried to invade.   | Explain about the Roman empire, the power of its army and it's successful invasion (Hadrian's wall).   | Interpret the impact of Romans in England (technology, buildings, Roman baths, Roman roads, trade links). Lifestyles of Romans (jobs/clothes).  | Significance of Roman Baths. Differentiate Roman Bath with today's baths. Describe the life of a roman child in school. Differentiate between today's life of a child and a Roman child in school.                             |          |
| Term 1  | Yr3/8  | Yr3/9   | Yr3/10  | Yr3/11   | Yr3/12   | Yr3/13  | Yr3/14   |          |
|         | The Roman Empire and its impact on Britain   | Britain's settlement by Anglo-Saxons  | Britain's settlement by Anglo-Saxons  | Britain's settlement by Anglo-Saxons   | The Viking and Anglo-Saxon struggle for the Kingdom of England   | The Viking and Anglo-Saxon struggle for the Kingdom of  | The Viking and Anglo-Saxon struggle for the  | Revision |
|         | Explain the lifestyles of Romans ( settlements). Predict how England felt about the Romans Examine the evidences of Roman influence in Britain | Roman Empire collapsed AD 410 and that this led to the withdrawal of Roman troops from Britain. Recognise and know that after the Romans left, Britain was attacked and invaded by a group of people called 'The Anglo Saxons.' | Recognise where 'The Anglo Saxons' came from. Reason out why and how they came to Britain. Re-call facts about a significant person from the time period (e.g. How great was Alfred?) Recognise resistance by Alfred the Great. <b>Na.Obj:able to analyze the relations between persons and events in the UAE history (Founding ancestors).</b> | Identify reasons to find out why Alfred was so 'Great'. Describe features of the lifestyles of Anglo-Saxons (to include jobs/ clothes / settlements). Understand the introduction of Christianity to England | Recognise who were the Vikings and where did they come from? Examine and understand why Vikings left their homelands and settle in another country               | Demonstrate knowledge of some of the reasons for the Viking raids Recall and select historical information about the Vikings in Britain   | Organize historical information about the Vikings in Britain. Differentiate and illustrate Viking Clothing with that of today's clothing.  |          |
| GRADE 3 | WEEK 1   | WEEK 2  | WEEK 3  | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7   | WEEK 8   |
| Term 2  | Yr3/15   | Yr3/16  | Yr3/17  | Yr3/18   | Yr3/19   | Yr3/20  | Yr3/21   |          |
|         | The Viking and Anglo-Saxon struggle for the  | A Local History Study   | A Local History Study   | Aspect in British History beyond 1066  | Aspect in British History beyond 1066  | Aspect in British History beyond 1066   | Earliest civilizations Ancient Sumer   |          |
|         | Compare the significance of Anglo-Saxon kings during the Viking period.(Edward the Confessor)  | Investigate how an aspect in the local area has changed over a long period of time Know that an area may contain a mixture of old and new buildings   | Use pictures to help describe some of the features of the past buildings. Know that the area has changed at different times in the past a period beyond 1066  | Investigate how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development                                 | Explore and become aware of elements in the local environment which show continuity and change such as crime and punishment from the Anglo-Saxons to the present | Compare some of the changes in the local environment of Britain and UAE <b>Na.Obj:able to describe the effect of the most important human acts on the environment in different parts of the world</b> | Label a map of Mesopotamia 3500 BC - 1700 BC How language / literature/arts/ architecture/traditions contribute to the development and transmission of culture. Describe the rise of Sumer and the development of city-states. |          |
|         | Jr3/22   | Jr3/23  | Jr3/24  | Jr3/25   | Jr3/26   | Jr3/27  | Jr3/28   |          |

|        |   |  |   |  |  |  |   |  |
|--------|---|--|---|--|--|--|---|--|
| Term 2 | Earliest civilizations Ancient Sumer  | Earliest civilizations Ancient Sumer   | Earliest civilizations The Shang Dynasty  | Earliest civilizations The Shang Dynasty   | Earliest civilizations The Shang Dynasty   | Early Islamic civilization study of Baghdad  | Early Islamic civilization study of Baghdad   |  |
|        | Identify the different aspects that create a civilizations culture. Search for information on the Sumerian civilization | Identify the role religion played in the everyday lives of ordinary Mesopotamians. Introduce some of the different Sumerian Gods. Realize that Mesopotamia was polytheistic. | Identify the emergence of the earliest civilizations in Asia: the Shang society in China. Describe Shang society in China. <b>Na.Obj:able to compare cultural features with environmental features of</b> | Locate on a historical map, the Tigris and Euphrates Rivers. Identify Sumer, Babylon, and Assyria, as successive civilizations and empires in this region. | Explain why the region is sometimes called the Fertile Crescent. Identify on a modern map: Iraq, Iran, Turkey. | Know that Baghdad is a city that was built a long time ago. Recognise Baghdad in AD 900 as a round city. | Understand that many people came to Baghdad from around the world to trade, teach and learn |  |

### YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS

| GRADE 4 | WEEK 1  | WEEK 2   | WEEK 3  | WEEK 4   | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
|---------|---|--|---|--|---|---|--|--|
| Term 1  | Vikings   | Evidence of viking settlement  | Viking Raids  | Viking Ships   | UAE Sea Transport   | Viking Explorers  | Post Test                                      | Ancient Egypt  |
|         | Tell where the vikings come from and define the words settlement and invasion   | Explain how past objects tell us about Viking activities and buildings; Compare the clothing and types of houses with that of UAE in the past<br><b>National Objective Recognize the importance of archeological sites in the UAE (Maliha, Umm Al Nar,</b> | Describe how Vikings could combine farming and raiding <b>National Objective Describe the tools used by ancestors during ancient times (hunting, accessories, cooking tools.)</b> | Compare the two types of a Viking ship; Recognize how the Vikings designed and built their ships | Describe the way of life of Emiratis in the past in relation with their sea transport; Compare and recognize the Viking ships with that of the sea transport in the UAE | Examine how the Vikings traded with other countries; Identify the goods which they have traded with other people  | Written post test about Vikings                | Recognize some important facts about ancient Egypt; <b>National Objectives Student is able to explain the origin of the name of each emirate in the UAE.</b> |
| Term 1  | Ancient Egypt   | Ancient Egyptian Farming   | Ancient Egyptian Farming and UAE Farming (Past - Present)   | Tombs and Pyramids   | Tombs and Pyramids  | Pharaohs  | Pharaohs                                       | REVISION   |
|         | Explain the importance of the River Nile for the Ancient Egyptians; Recognize how the lives of Egyptians depended on River Nile<br><b>National Objective learn the origins of ancient civilizations in the UAE.</b> | Name and explain the different ancient Egyptian farming season   | Recognize how shaduf helped the ancient Egyptians in farming; Determine the farming techniques in the UAE from past to present  | Identify the relevance of tombs and pyramids; Describe the beliefs of the Ancient Egyptians      | Recognize how the ancient Egyptians built the pyramids; Discuss about the famous structures and monuments in the UAE and around the world                               | Name some of the pharaohs; Describe the role of the Pharaohs.<br><b>National Objective Distinguish special features of the UAE society both before and after union.</b> | Describe about the crowns used by the Pharaohs | <b>ASSESSMENT 1</b>  |

| GRADE 4 | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7  | WEEK 8   |
|---------|--|--|---|--|--|--|---|--|
| Term 2  | Pharaohs   | Temples in Ancient Egypt and Mosques in UAE  | Mummies   | Mummies  | Post Test  | The World War II   | The World War II  | The Home Front: Preparation for War (Evacuation)   |
|         | Determine the last ruler of ancient Egypt and how their rule ended   | Name and recognize the importance of temples in ancient Egypt; Compare and contrast the religion and beliefs of Ancient Egyptians with other religions; Discover the religious practices of Muslims inside a mosque in UAE | Identify what a mummy is; Recognize the reasons why Egyptians mummified Pharaohs  | Identify the methods used during mummification; Define the terms used by historians with relation to mummification | Written post test about Ancient Egypt  | Tell when World War II took place; Determine the cause of World War II; Name the countries that were involved in World War II; Discover the countries that rule over UAE in the past | Name the leaders who were involved in World War II; Describe the role of each leader during WWII; Recognize and sequence the events leading up to the war | Define the term evacuation; Recognize the reason why they evacuated the children during World War II |
| Term 2  | The Home Front: Preparation for War (Gas Masks and Blackout)   | The Home Front: Bombing (Shelters)   | Rationing   | Memories of the War  | End of World War II  | Effects of War   | Post Test   | REVISION   |
|         | Explain the importane of gas masks; Determine the meaning of The Blackout; Recognize the purpose and effects of The Blackout | Determine the two types of Air Raid Shelters; Explain the reason why they were built   | Explain what happened in the supply of foods and goods in the WW II; Determine measures introduced to share and increase supplies | Examine the life of Anne Frank during world war two.   | Discover how World War II ended. Define and understand the term Holocaust. Detremine the lives of the people in concentration camps. | Recognize the effects of War on the lives of people around the world   | Written post test about World War II  | <b>ASSESSMENT 2</b>  |

### YEAR 5 LONG TERM PLAN with CURRICULUM STANDARDS

| GRADE 5 | WEEK 1                | WEEK 2                        | WEEK 3                  | WEEK 4                         | WEEK 5                                   | WEEK 6                          | WEEK 7                  | WEEK 8   |
|---------|-----------------------|-------------------------------|-------------------------|--------------------------------|--|---------------------------------|-------------------------|----------|
|         | Yr5/1(2)              | Yr5/2(2)                      | Yr5/3(2)                | Yr5/4(2)                       | Yr5/5 (2)                                | Yr5/6(2)                        | Yr5/7(2)                | Yr5/8(2) |
|         | Tudor Britain         | Introduction to the Victorian | Queen Victoria and      | Early Victorian Times          | Victorian Working Children               | Victorian Working Children      | Victorian Working       | Revision |
|         | To identify the Tudor | To understand the main event  | To gain knowledge about | To discuss some of the changes | To show factual knowledge about the life | Describe the working conditions | Different types of jobs |          |

|         |  |   |  |   |  |   |   |                                     |
|---------|--|---|--|---|--|---|---|-------------------------------------|
| Term 1  | Monarchs. To understand the chronology of Tudor kings and Queens.  | during the Victorian age.                                     | the facts of Queen Victoria's early age.   | that took place in the Early Victorian Times.   | of working children in the Victorian times.  | of the children in Victorian times.   | available for the working children in Victorian times.            |                                     |
| Term 1  | <b>Yr5/9(2)</b><br><b>A Good Employer</b>                          | <b>Yr5/10(4)</b><br><b>Children playing/ A day of leisure</b> |  | <b>Yr5/11(2)</b><br><b>Leisure in the Victorian Era(</b>  | <b>Yr5/12(2)</b><br><b>Leisure in the Victorian Era( going to the</b>  | <b>Yr5/13(2)</b><br><b>Leisure in the Victorian Era (</b>                     | <b>Yr5/14(2)</b><br><b>Leisure in the Victorian Era</b>           | <b>Yr5/15(2)</b><br><b>Revision</b> |
|         | Differentiate between working conditions then and now.             | Comparing the games during the Victorian times and today.     |  | Describe the different ways the Victorian entertained themselves.   | Explaining the different sea side activities and safety measures.  | Detail explanation of Cirque du soleil.                                       | Discussing the different Theatre and Phantomime.                  |                                     |
| GRADE 5 | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4  | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8                              |
| Term 2  | <b>Yr5/16(2)</b><br><b>Effects of Railways</b>                     |   | <b>Yr5/17(2)</b><br><b>Transport in the U.A.E</b>                                      | <b>Yr5/18(2)</b><br><b>Victorian Houses</b>   | <b>Yr5/19(2)</b><br><b>Communication</b>   | <b>Yr5/20(2)</b><br><b>Life on board ships / Conditions for Tudor sailors</b> |   | <b>Yr5/21(2)</b><br><b>Revision</b> |
|         | To appreciate the impact of the railways on Victorian Societies.   |   | Knowledge and understanding of the different means of transport used in the U.A.E      | To identify the different types of Victorian houses.  | To understand the different modes of communication during the Victorian Era comparing it with current times. | To understand the conditions for sailors on board on Tudor ships.             |   |                                     |
| Term 2  | <b>Yr5/22(2)</b><br><b>A Tudor Ship / The Ship Instruments</b>     |   | <b>Yr5/23(2)</b><br><b>Explorers and Monarchs</b>                                      | <b>Yr5/24(2)</b><br><b>Explorers and Monarchs</b>   | <b>Yr5/25(2)</b><br><b>Explorers and Monarchs</b>  | <b>Yr5/25(2)</b><br><b>John White's painting of the</b>                       | <b>Yr5/25(2)</b><br><b>John White's painting of the</b>           | <b>Yr5/26(2)</b><br><b>Revision</b> |
|         | Identify some parts of the Tudor ships and the Ship's instruments. |   | To understand the Tudor kings and Queens were involved in the activities of explorers. | Understanding how the different explorers and monarchs contributed towards the discovery of the different places. | To understand the voyage of each explorer and the success gained at the voyage.                              | Motives for creating a new settlement.  | understanding the painting and the life of the people of Roanoke. |                                     |

### YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS

|         |  |        |  |   |   |   |  |   |
|---------|--|--------|--|---|---|---|--|---|
| GRADE 6 | WEEK 1   | WEEK 2 | WEEK 3   | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8  |
| Term 1  | Yr 6/1(4)  |        | Yr 6/2(4)  |   | Yr 6/3(2)   | Yr 6/4(4)   |  | Yr 6/5(2)   |
|         | <b>Physical Features of the Indus Valley</b>   |        | <b>The Indus Valley Civilization</b>   |   | <b>Discovery of the Indus valley (A/B)</b>  | <b>An Important Public Building/Trade and Transport</b>   |  | <b>Artefacts/ Objects</b>   |
| Term 1  | To describe the Location & Characteristic features of the Indus Valley.The location of the two main cities of the Indus Valley.To understand how the Indus valley Civilization had an affect on the life of the Indus Valley people. |        | To learn when the Indus Valley civilization came into existence. The different contemporaries of the Indus Valley civilization.The different corps cultivated ,the different occupations carried out by the Indus Valley people. |   | To understand how the Indus Valley Civilisation was discovered.The different archaeologist who discovered the Indus valley.   | To describe the features of the Great Bath.To learn how people traded in the Indus Valley.The different method to used to carry out trade .The countries they traded with . |  | To gain knowledge of the different Archaeological evidence .  |
|         | Yr 6/6(4)  |        | Yr 6/7(2)  | Yr 6/8(2)   | Yr 6/9(2)   | Yr 6/10(2)  | Yr 6/11(2)   | Yr 6/12(2)  |
| Term 1  | <b>Timeline of Tenochtitlan</b>  |        | <b>Written evidence about the</b>  | <b>Aztec Village Houses</b>   | <b>Comparing U.A.E houses with the Aztec</b>  | <b>Farming</b>  | <b>Food</b>  | <b>Revision</b>   |
|         | Knowlegde about the rediscovery of the Aztec civilization. To learn about Hernan Cortes a spanish explorer who discovered the Ancient Aztec Civilization.  |        | Selecting and combining information on the discovery of the Aztecs culture.  | To describe the features of the Aztec Village House.The ratio of the familes that dwelled . | Comparing U.A.E houses with the Aztec houses.To learn about the similarites and the differences.  | Describing and labelling the different farming methods used by the Aztecs. The different crops cultivated.  | Factual knowledge about the main staple diet and the different things the ordinary Aztecs ate. | To revise all the topics covered for the first term exam. To prepare students for the first terminal examination. |
| GRADE 6 | WEEK 1   | WEEK 2 | WEEK 3   | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8  |
| Term 2  | Yr 6/13(2)   |        | Jr 6/15(2)   |   | Jr 6/17(2)  | Jr 6/18(2)  |  | Jr 6/20(4)  |
|         | <b>The Ages of Ancient Greece</b>  |        | <b>Sparta</b>  |   | <b>Ancient Greek Buildings</b>  | <b>Ancient Greek theatre</b>  | <b>Ancient Greek theatre</b>   | <b>Ancient Greek theatre</b>  |
| Term 2  | To understand the different time period of Ancient Greek History.  |        | Understand the different aspects of the social and political life of the people of Sparta.   |   | To appreciate the influence of Ancient Greek architecture on the present .  | To understand how Greek theatres came into existence.To describe the architectural features of the Greek theatre.   |  | Labelling and describing the main components of the Ancient Greek Theatre.  |
|         | Jr 6/21(2)   |        | Jr 6/23(2)   | Jr 6/24(2)  | Jr 6/25(4)  | Jr 6/26(2)  |  | Jr 6/27(2)  |
| Term 2  | <b>Ancient Greek theatre</b>   |        | <b>Greek shools</b>  | <b>Great Greek Thinkers</b>   | <b>The Olympic Games</b>  |   | <b>The Olympic Games</b>   | <b>Revision</b>   |
|         | To gain knowledge why mask were important to Greek theatres. To learn the different organic materials used to make masks.  |        | Differentiate between schools in Ancient Greece and today. To discuss how over a period of time great changes have taken place in  | To understand the Contributions of Greek thinkers to our learning and discoveries.          | To discuss why ,when and How the original games came into existence. To discuss the purpose for holding such games.The place where the first original games were held and its importance. |   | Differentiate between Original and present Olympic games.                                      | To revise all the topics covered for the second term exam. To prepare students for the final examination.         |

### YEAR 7 LONG TERM PLAN with CURRICULUM STANDARDS

|         |   |  |   |   |   |            |  |   |
|---------|---|--|---|---|---|------------|--|---|
| GRADE 7 | WEEK 1  | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6     | WEEK 7   | WEEK 8  |
| Term 1  | Yr 7 /1(2)  |  | Yr 7/3(2)   |   | Yr 7/5(4)   |            | Yr 7/7(2)  |   |
|         | <b>Pilgrim Fath. /Plans to leave</b>                | <b>Voyage to America</b>   | <b>Mayflower Compact</b>  | <b>American Rev. /Seven yrs war</b>                       | <b>Various causes</b>   |            | <b>Immediate Cause</b>                                   | <b>The effect of the causes</b>   |
| Term 1  | To reason out why the pilgrim Fathers left Britain. | To explain the difficulties faced by the Pilgrim Fathers on their voyage to America. | To examine and explain the Mayflower Compact signed by the heads of the family members onboard the ship | To understand the defeat of France in the Seven Years War | To understand the various causes that led to the Revolution.The different acts imposed by the British upon the Americans one after the other. |            | To describe the Boston Massacre and the Boston Tea Party | To understand why the Inntolerable act was imposed upon the people of Boston. |
|         | Yr 7/8(2)   |  | Yr 7/10(2)  | Yr 7/11(2)  | Yr 7/12(2)  | Yr 7/13(2) | Yr 7/14(2)   | Yr 7/15(2)  |

|         |  |  |  |   |   |   |   |   |
|---------|--|--|--|---|---|---|---|---|
| Term 1  | Declaration of Independence  |  | Different Causes   | The event of 1789   | The Bread March   | King tries to escape  | The Fall of the king  | Revision  |
|         | To understand how the Declaration gave Independence to the American colonies   |  | To identify and explain the different causes( Political , Economic, Social , Intellectual and Immediate) that led to the French                              | To understand the formation of the National Assembly.To learn about the famous Oath the tennis Court Oath.The significance of 14th July in the history of France. | To evaluate sources related to the Bread March.To discuss how the National Assembly did carry out many reform including the reforms of the church.  | To interpret the plan set up by the king.To discuss their journey how they were brought back to France. How France declared war on Austria and Prussia. | To understand how monarchy was abolished and France was declared a republic. To discuss how the reign of terror brought   | To revise all the topics covered for the first term exam. To prepare students for the first terminal examination. |
| GRADE 7 | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7  | WEEK 8  |
| Term 2  | Yr 7/16(2)   | Yr 7/17(4)   | Yr 7/18(2)   |   | Yr 7/19(2)  | Yr 7/20(4)  |   | Yr 7/ 21(2)   |
|         | Age of Napoleon /Early life  | Works of Napoleon  |  | Legacy of Napoleon  | Unification of Italy  |   | The Unification of Germany  |   |
|         | To discuss and describe Napoleon's early life , his victory and fame.How he became the Emperor of France.                                      | To gain knowledge about the works of Napoleon as an administrator, soldier and conqueror- the different reforms he introduced and the wars he fought to expand France's empire |  | Discussion on some of the UAE laws and link it with code Napoleon. How Napoleon was rightly remembered and the places he conquered.                               | To Understand about the works of Cavour, Garibaldi and Mazzini in uniting Italy.To find reasons how Italy got its unification. How Italy was governed before 1815.The five division of Italy. |   | To understand the background of Italy before 1815, how were the states governed ,the custom union they formed for trade .To understand why Bismarck was known as 'The Iron Chancellor' and his role in Uniting Germany. |   |
| Term 2  | Yr 7/22(4)   |  | Yr 7/23(2)   | Yr 7/24(2)  | Yr 7/25(2)  | Yr 7/26(2)  | Yr 7/27(2)  | Yr 7/28(2)  |
|         | What is Imperialism and reasons for its revival  |  | Coming of war in Europe  | Coming of war in Europe   | Coming of war in Europe   | Coming of war in Europe   | Coming of war in Europe   | Coming of war in Europe   |
|         | To define the term Imperialism and reasons for its revival.To familiarise with the knowledge of imperial and colonial countries and its impact |  | MILITARISM To understand the various causes responsible for the first world war. To discuss in detail how Militarism played its role in the first world war. | ALLIANCES To understand the meaning of Alliances and the different alliances signed during the First world war.   | IMPERIALISM To understand the meaning of imperialism and the occurrence of bitter rivalry and conflicts between the imperial powers.  | NATIONALISM To discuss how the three major empires –the Austro-Hungarian, the Russian and the Ottoman empire clashed in the Balkans.                    | IMMEDIATE CAUSE To discuss the assassination of Archduke Francis Ferdinand and the transformation of the Balkan crisis, into a full scale European war.   | To revise all the topics covered for the second term exam. To prepare students for the final examination.         |

### YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS

|         |  |   |   |   |   |                                   |   |                           |             |
|---------|--|---|---|---|---|-----------------------------------|---|---------------------------|-------------|
| GRADE 8 | WEEK 1   | WEEK 2  | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6                            | WEEK 7  | WEEK 8                    |             |
| Term 1  | Yr 8/1 (6)   |   |   | Yr 8/2 (6)  |   |                                   | Yr 8/3 (2)  | Yr 8/4 (2)                |             |
|         | Modernisation of Japan   |   |   | Industrial revolution   |   |                                   | Golden Age  | Internal test             |             |
|         | To understand conditions in Japan before Perry's arrival. To understand how Japan changed from a developing country into a highly industrialised one.  |   |   | Understanding the meaning of industrial Revolution. Give reasons for the spread of industrialisation through population, transport, trade ,agriculture and inventions |   |                                   | Understand the impact of the factory system and domestic system in the 18th and 19th century.         |                           |             |
| Term 1  | Yr 8/5 (2)   | Yr 8/6 (6)  |   |   | Yr 8/7 (4)  |                                   |   | Yr 8/8 (2)                | Yr 8/9 (2)  |
|         | Golden Age   | Trade and Empire  |   |   | Crystal Palace(presentation and internal test)  |                                   |   | Working Model competition | Revision    |
|         | Understand the impact of the factory system and domestic system in the 18th and 19th century.  | Examine the impact of trade towards the expansion of British empire. Describe why Britian formed an Informal Empire. Reason why Britian was known as the workshop of the World. Reason out the Impact of the Empire on the British people |   |   | Understand and examine the significance of crystal palace as one of the wonders of the world,as well as the indication of how advanced Britain was in her industrial development. |                                   |   |                           |             |
| GRADE 8 | WEEK 1   | WEEK 2  | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6                            | WEEK 7  | WEEK 8                    |             |
| Term 2  | Yr 8/9 (6)   |   |   |   | Yr 8/10 (2)   | Yr 8/11 (2)                       | Yr 8/12 (2)   | Yr 8/13 (2)               | Yr 8/14 (2) |
|         | History of slavery and early colonisation by the British   |   |   | The First World War in Outline  | Why did the war become world war?   | Why did the war last so long?     | The horrors of war.   | Revision/ Test            |             |
|         | To be able to understand how Britain acquired colonies.To be able to explain how and why Britain was involved in the slave trade. To understand the plight of the slave workers.To be able to decide the steps involved in the abolition of the slave trade. |   |   | Understanding the cause and initial course of the war.  | To understand how alliances joined to make the war into a World War.  | To understand the term stalemate. | Recognizing the land and sea stalemates. Being aware of the death toll and damage caused during WW I. |                           |             |
| Term 2  | Yr 8/15 (2)  | Yr 8/16 (2)   | Yr 8/17 (4)   |   |   | Yr 8/18 (2)                       | Yr 8/19 (2)   | Yr 8/20 (2)               | Yr 8/21 (2) |
|         | causes to Russian Revolutio  | ffects to the Russian Revolutio   | Women Place in Britain Presentain/Groupwork   |   |   | Internal test                     | Movie Review ( WWI/Slavery)   | Revision                  | Revision    |
|         | To understand the causes of the Russian revolution (WWI/Rasputin)  | To understand the effects of Russian revolution. (Provincial government/Bolshevik Government)   | Understand and examine the development of rights of women in Britain. Explaining the life of the working women and their types of jobs. |   |   | Russian Revolution.               |   |                           |             |

### YEAR 9 LONG TERM PLAN with CURRICULUM STANDARDS

|         |  |  |   |   |  |   |   |   |
|---------|--|--|---|---|--|---|---|---|
| GRADE 9 | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8  |
| Term 1  | Yr.9/1   |  | Yr.9/2  |   |  | Yr.9/3(12)  |   |   |
|         | World war I- Outline   | World War I- CAUSES  | Horrors of War  | Russian revolution  | German revolution  | Peace settlements   | Women at War  | The war and women's                                   |
|         | Understanding the cause and initial course of the war (Revision) | To understand how alliances joined to make the war into a World War (Revision) | Recognizing the land and sea stalemates. Being aware of the death toll and      | Insight into the ideology of Marxism, war impact on Russia.         | Understanding the situation in Germany after WW I and the feelings created after WWI                               | Evaluating the background to Germanise Defeat in WW I & the terms of the Treaty | Analysing the depression- its cause and its economic, social & political impact | Knowing about how women fought for their voting right |
| Term 1  | Yr.9/3   |  | Yr.9/4  |   |  | Yr.9/5  |   |   |
|         | Women after the war.   | The League   | Great Depression- impact  | The aggression of the dictators.                                    | Hitler's rise to power & WW2   | Hitler's domestic policy & WW2  | Rise of Germany   | REVISION  |
|         | Insight into the lives of women after war.                       | Insight into the aim & work.   | Analysing the depression- its cause and its economic, social & political impact | Analysing the depression and the failure of the league              | Understanding and evaluating the background and stages to Hitler's rise & Understanding how the world was affected | Examine the spread of war to Africa, Asia and the Pacific.                      | Analysing how, when and where the war progressed; a study of various            |   |
|         | POSTER MAKING- WOMEN AT WAR                                      | Written work: activities from the text and other resource                      | Discussion : upcoming food fest   | Written work: activities from the text and other resource material. | Discussion : upcoming food fest  | HISTORICAL FOOD FEST  | Discussion: Upcoming Book Review Dislav.  |   |

| GRADE 9 | WEEK 1   | WEEK 2  | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
|---------|--|---|---|---|---|---|--|--|
| Term 2  | Yr.9/6   |   | Gr.9/7  |   |   |   |  |  |
|         | How was Germany able to  | Consequences of WW2   | Why were civilians  | Displaced people  | Thought control   | The Holocaust   | Atomic Bombs   | PPT Discussion   |
|         | Understanding of the political, social and                         | Recognize the turning points during the war   | Understand the bombing that happened during WW2                                     | Examining why displacement took place and how it differs today.     | Understanding the ways in which the people were controlled by their govt. | understand the race theory that the Nazis had and the laws          | Analyse whether atomic bombs were necessary.                       | To analyse the events aftermaths of WWII                           |
|         | Written work: activities from the text and other resource material | Written work: activities from the text and other resource material                  | Discussion: Upcoming Book Review Display.   | Written work: activities from the text and other resource material. | Discussion: Upcoming Book Review Display.                                 |   | Written work: activities from the text and other resource material | Written work: activities from the text and other resource material |
| Term 2  |  | Gr.9/8  |   |   |   |   |  |  |
|         | BOOK REVIEW  | POST WAR-Cold War   | Cold War  | ROLE PLAY   | Recovery from war.  | The U.N.O   | War and welfare state  | Revision   |
|         | Biographical references and Chronological sequential               | Understanding the causes to cold war, the direction it took, the major developments | Understanding the some of the events that widened the scope of the Cold War. Berlin | EVENTS sliding into WW2   | analyse how the countries recovered from war.                             | Identifying the aims and role and organs of the UNO                 | Analyse the emergence of the concept of welfare state              | Revise the paper format, source questions                          |
|         |  | Discussion: Upcoming Role Play Competition.   | Discussion: Upcoming Role Play Competition.   |   | Written work: activities from the text and other resource material.       | Written work: activities from the text and other resource material. | Written work: activities from the text and other resource material | Written work: Revision questions and peer                          |

### YEAR 10 LONG TERM PLAN with CURRICULUM STANDARDS

| GRADE 10 | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4   | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
|----------|--|--|---|--|---|---|--|--|
| Term 1   | Cold War   | Cold War   | Cold War  | Cold War   | Cold War  | Cold War  | Cold War   | Cold War   |
|          | A world divided: superpower relations, (1943-72)                     | Reasons of the cold war  | Early developments of the cold war  | Early developments of the cold war   | Early developments of the cold war  | The Cold War in the 1950s   | The Cold War in the 1950s  | Three crises   |
|          | Analyse the reasons of the cold war                                  | Understand the detailed evaluation of the three conferences                    | Evaluate the Soviet expansion of Eastern Europe and its impact                                | Explain disagreements over Germany and the formation of Bizonia  | Analyse the reasons for setting up of NATO and the creation of two Germanys                                     | Evaluate the impact of the Korean war and the formation of Warsaw                                 | Understand the concepts of Rakosi/de-Stalinisation, Nagy and his demands.                                  | Identify the reasons for the failure of the Paris summit and construction of the Berlin Wall |
| Term 1   | Cold War   | Civil Rights   | Civil Rights  | Civil Rights   | Civil Rights  | Civil Rights  | Civil Rights   | Civil Rights   |
|          | The thaw and move  | A divided union: civil rights  | The Red Scare and   | Civil rights in the 1950s  | Civil rights in the 1950s   | Martin Luther King  | Contribution of Malcolm X  | Stoke Carmichael   |
|          | Analyse the effects of Soviet invasion of Czechoslovakia             | Analyse the reasons for the Red Scare.   | Analyse the methods used by McCarthy and the growth of opposition.                            | Analyse the importance of Brown vs Topeka case and the subsequent death of Emmett Till.  | Explain the significance of Civil Rights Act, Revival of Ku Klux Klan   | Explain the impact of the Meredith Case in the civil rights movement.                             | Identify the reasons for the growth of Black power and its impact  | Analyse the importance of Black Panther movement   |
| Term 2   | Civil Rights   | Civil Rights   | Civil Rights  | Civil Rights   |   | USA 1918-41   | USA 1918-41  | USA 1918-41  |
|          | Women Movement   | Students' movements  | Watergate Scandal   | The Acts   | Revision  | Impact of First World War   | Roaring Twenties   | Immigration  |
|          | Analyse the impact of the Berkeley Free Speech movement              | Analyse the contribution of Betty Friedman, Eleanor Roosevelt, Phyllis Schafly | Analyse the reasons for and key features of the Watergate scandal                             | Explain the Acts and its impact on American politics   | Revision and doubt Clearing   | Evaluate the impact of the Korean war and the formation of Warsaw                                 | Explain the changes in the leisure industry, cinema, jazz, dancing, sport, radio, advertising and motoring | Explain the attitudes and policies towards immigration                                       |
| Term 2   | USA 1918-41  | USA 1918-41  | USA 1918-41   | USA 1918-41  | USA 1918-41   | USA 1918-41   | USA 1918-41  | USA 1918-41  |
|          | Social tensions in the 1920s   | Great Depression and Hoover's reaction   | The Great Depression  | Roosevelt and the New Deal   | The Acts  | Opposition to the New Deal  | Revision   | Revision   |
|          | Evaluate why and what was America's attitude towards black Americans | Causes and consequences of the Wall Street Crash and Hoover's reaction         | Identify the impact of the Depression on banking, agriculture, industry and on people's lives | Trace the impact of the Hundred Days, the Alphabet Agencies, including the TVA and policies. Identify and analyse the impact of the second New Deal, including the Works Progress Administration welfare | Analyse the impact of the Social Security Act, the National Labor Relations Act, Wagner Act and the Banking Act | Identify the opposition of the Supreme Court, Republicans, business interests, the Liberty League | Solving question papers and answer formats   |  |

### YEAR 11 LONG TERM PLAN with CURRICULUM STANDARDS

| GRADE 11 | WEEK 1  | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5                                       | WEEK 6   | WEEK 7  | WEEK 8   |
|----------|---|--|--|--|--|--|---|--|
| Term 1   | The League of Nations                               | Successes of the League  | Successes of the League  | Roles of Great Power   | League challenged                            | Specialised Agencies   | The UNO   | Committees of the UNO  |
|          | Analyse the setting up of the League                | Evaluate the successes of the League as per each case study- Aaland Island | Evaluate the successes of the League as per each case study- Upper Silesia, Bulgaria | Analyse the role of veto and the failure to curb the great powers                            | Evaluate the role of the League in Manchuria | Explain the role of specialised agencies like the Slavery Commission and Child Welfare Committee | Evaluate the working of the organs of the UN and their structural drawbacks | Analyse the emergence of the concept of welfare Committee, Mandates Commission and |
| Term 1   | Other Agencies                                      | Case Studies   | Case Study   | Namibia and the Permanent 5  | UN at bay                                    | Mozambique and Sudan   | Obstacles to success  | Revision   |
|          | Identify the working of WHO, FAO, UNESCO and UNICEF | Middle East, Palestine   | Lebanon and overall summing up of the successes of the UN                            | Justify the attempt to resolve disputes in Namibia (1989). The problem of Security decisions | Analyse the attempts of UN in Somalia        | Analyse the competence of UN in dealing with problems in Mozambique and Sudan                    | Evaluate the overall failures and achievements of the UN                    | Practice questions and relevant format   |