



## LEARNING TRAILS AY 2026-27

YEAR: 11

TERM 1\_WEEK 6 ( Oct 5<sup>th</sup> -9<sup>th</sup> Oct , 2026 )

| ENGLISH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | MATHEMATICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Topics:</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>- identify and understand factual details and specific information.</li><li>- identify and understand speakers' ideas, opinions, feelings and attitudes.</li><li>- select and organise relevant information and ideas into coherent text using appropriate linking devices.</li><li>- produce written texts with a range of grammatical and lexical structures.</li></ul> <p><b>Resources needed:</b></p> <p>Textbook/Workbook or educational websites/weblinks, PPT, Worksheets, sample questions, CIE past papers.</p> <p><b>Homework/Assignments:</b></p> <p>Complete the questions uploaded on Edunation as HW.</p> | <p><b>Topics:</b></p> <p>Mensuration</p> <p><b>Learning Objectives:</b></p> <p>To find the perimeter and area of rectangle</p> <ul style="list-style-type: none"><li>• To find the area of triangle</li><li>• To find the area of parallelogram</li></ul> <p>Solve problems involving the arc length and sector areas</p> <ul style="list-style-type: none"><li>• Understand and apply the concept of a chord of a circle.</li><li>• To find the surface area and volume of cuboid</li></ul> <p><b>Resources needed:</b></p> <p>Textbooks or educational websites with lessons, examples, and practice problems related to mensuration and the formulas for calculating perimeter, area, circumference, and volume.</p> <p>b. Physical objects or models of different shapes to aid visualization and understanding of mensuration concepts.</p> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>• Solve 5 questions daily provided by the mathematics teacher.</li><li>• A weekly test will be conducted on a day when students have two Mathematics periods.</li><li>• A past examination paper will be shared every week on Friday and must be completed and submitted on Monday, the first school day of the week.</li></ul> |



| ADVANCED ARABIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | GENERAL ARABIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Topics:</b><br/><u>مصباح الحمام</u></p> <p><b>Learning Objectives:</b><br/><u>أن يستنتج المتعلم الفكرة الرئيسية للقصة</u><br/><u>أن يفسر المتعلم معاني المفردات الجديدة</u><br/><u>أن يستخرج المتعلم الدروس والعبر المستفادة من القصة</u><br/><u>أن يعبر المتعلم عن رأيه في تصرفات الشخصيات</u><br/><u>أن يلخص المتعلم أحداث القصة</u></p> <p><b>Resources needed:</b><br/>كتاب الطالب - السبورة الذكية - بوربوينت - بطاقات تفاعلية - دفتر الطالب</p> <p><b>Homework/Assignments:</b><br/><u>كتابة استجابة أدبية عن قصة مصباح الحمام</u></p> | <p><b>Topics</b><br/>أخلاقي</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• أن يستمع الطالب إلى نص قصير عن الأخلاق</li> <li>• أن يتعرف الطالب المفردات الجديدة في النص</li> <li>• أن يحدد الطالب الفكرة العامة للنص</li> <li>• أن يستخرج الطالب معلومات بسيطة عن الأخلاق الحسنة</li> <li>• أن يجيب الطالب عن أسئلة مباشرة بعد الاستماع</li> <li>• أن يذكر الطالب بعض الأخلاق الحسنة</li> <li>• أن يتحدث الطالب بجملة بسيطة عن أخلاقه</li> </ul> <p><b>Resources needed:</b><br/>الكتاب المدرسي - بوربوينت - صور عن الأخلاق الحسنة - تسجيل صوتي للنص - بطاقات كلمات - دفتر الطالب</p> <p><b>Homework/Assignments:</b><br/>حل أنشطة الكتاب المدرسي - حل ورقة العمل الخاصة بالدرس - التحدث عن خلق حسن يفضلها الطالب وكتابة 3 جمل عنه</p>            |
| PHYSICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | BIOLOGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Topics:</b></p> <p>4.5.1 Electromagnetic induction</p> <p>4.5.2 The A.c Generator</p> <p><b>Learning Objectives:</b><br/>Describe an experiment to demonstrate electromagnetic induction</p> <p>State and use the relative directions of force, field and induced current</p> <p>Describe a simple form of a.c. generator (rotating coil or rotating magnet) and the use of slip rings and brushes where needed</p>                                                                                                                          | <p><b>Topics:</b> Homeostasis</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1 Describe homeostasis as the maintenance of a constant internal environment</li> <li>2 State that insulin decreases blood glucose Concentration</li> <li>3 Explain the concept of homeostatic control by negative feedback with reference to a set point</li> <li>4 Describe the control of blood glucose concentration by the liver and the roles of insulin and glucagon</li> <li>5 Outline the treatment of Type 1 diabetes</li> <li>6 Identify in diagrams and images of the skin: hairs, hair erector muscles, sweat glands, receptors, sensory neurones, blood vessels and fatty tissue</li> <li>7 Describe the maintenance of a constant internal</li> </ol> |



| <p>Sketch and interpret graphs of e.m.f. against time for simple a.c. generators and relate the position of the generator coil to the peaks, troughs and zeros of the e.m.f.</p> <p><b><u>Resources needed:</u></b><br/>PPT, Past papers, Simulations</p> <p><b><u>Homework/Assignments:</u></b><br/>Past paper questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>body temperature in mammals in terms of: insulation, sweating, shivering and the role of the brain.</p> <p><b><u>Resources needed:</u></b><br/>Smartboard, PPT, Past papers, Text book</p> <p><b><u>Homework/Assignment</u></b><br/>Solve topical past paper</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| CHEMISTRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ICT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b><u>Topics:</u></b><br/>Organic Chemistry</p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>-State that a structural formula is an unambiguous description of the way the atoms in a molecule are arranged, including <math>\text{CH}_2=\text{CH}_2</math>, <math>\text{CH}_3\text{CH}_2\text{OH}</math>, <math>\text{CH}_3\text{COOCH}_3</math></li> <li>-Define structural isomers as compounds with the same molecular formula, but different structural formulae, including <math>\text{C}_4\text{H}_{10}</math> as <math>\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_3</math> and <math>\text{CH}_3\text{CH}(\text{CH}_3)\text{CH}_3</math> and <math>\text{C}_4\text{H}_8</math> as <math>\text{CH}_3\text{CH}_2\text{CH}=\text{CH}_2</math> and <math>\text{CH}_3\text{CH}=\text{CHCH}_3</math></li> <li>-State that a homologous series is a family of similar compounds with similar chemical properties due to the presence of the same functional group</li> <li>-State that a saturated compound has molecules in which all carbon-carbon bonds are single bonds</li> <li>-State that an unsaturated compound has molecules in which one or more carbon-carbon bonds are not single bonds</li> </ul> <p><b><u>Resources needed:</u></b><br/>PPT/past papers/simulation/worksheet</p> | <p><b><u>Topics:</u></b><br/><b>7.4: Implementation</b><br/><b>7.5: Documentation</b><br/><b>18: Databases</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Evaluate the four system implementation methods and justify the most suitable choice for a given scenario.</li> <li>- Differentiate between technical and user documentations in terms of their characteristics, components, uses and purpose</li> <li>- Create a tabular report using specific fields and calculated fields</li> <li>- Create and use a data entry form with specific fields.</li> </ul> <p><b><u>Resources needed:</u></b><br/>Notebooks, A4 sheets, Stationeries</p> <p><b><u>Homework/Assignments:</u></b><br/>Practice Database Task from the practice papers (Paper 2) uploaded on Edunation.</p> |



| <p><b><u>Homework/Assignments:</u></b></p> <p>Worksheets/Past papers</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| ISLAMIC ARABIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ISLAMIC EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b><u>Topics:</u></b><br/><u>المدارس الفقهية</u></p> <p><b><u>Learning Objectives:</u></b><br/>أن يوضح مفهوم المدارس الفقهية<br/>أن يحلل أسباب ظهور المدارس الفقهية<br/>أن يقارن بين المدارس الفقهية</p> <p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"> <li>• كتاب التربية الإسلامية.</li> <li>• عرض تقديمي أو سبورة.</li> <li>• بطاقات مطابقة للمذاهب الفقهية الأربعة.</li> <li>• مواقف صفية قصيرة حول الاختلاف باحترام.</li> </ul> <p><b><u>Homework/Assignments:</u></b><br/>أنشئ جدولاً يذكر المذاهب الفقهية الأربعة وعلماءها المؤسسين. ثم اكتب جملتين توضحان كيف ينبغي للمسلمين التحدث عن رأي فقهي مختلف.</p> | <p><b><u>Topics:</u></b><br/>Juristic (Fiqh) Schools</p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Explain <i>fiqh</i> as the understanding and application of Islamic rulings.</li> <li>• Name the four major Sunni schools of fiqh: Hanafi, Maliki, Shafi'i, and Hanbali.</li> <li>• Recognise that scholars may reach different rulings through their study of Islamic evidence.</li> <li>• Show respect when discussing differences of scholarly opinion.</li> </ul> <p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"> <li>• Islamic Education textbook</li> <li>• Presentation or whiteboard</li> <li>• Four-school matching cards</li> <li>• Short classroom scenarios about respectful disagreement</li> </ul> <p><b><u>Homework/Assignments:</u></b><br/>Make a table naming the <b>four schools of fiqh and their founding scholars</b>. Then write two sentences explaining how Muslims should speak about a different scholarly opinion.</p> |
| ACCOUNTING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | BUSINESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b><u>Topics:</u></b><br/>Correction of errors</p> <p><b><u>Learning Objectives:</u></b><br/>how to adjust a profit or loss for an accounting period after the correction of errors • the effect</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Topics:</u></b></p> <p><b><u>Learning Objectives:</u></b><br/>Marketing Mix -Promotion<br/>To analyze different methods of promotion<br/>To evaluate different methods of promotion<br/>To practice end of chapter questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



of correction of errors on a statement of financial position

**Resources needed:**

Task sheets

PPT

Text book questions

**Homework/Assignment:**

Topical questions

**Resources needed:**

Textbook, Case studies with mark scheme

**Homework/Assignments:**

Practice end of chapter questions

**ECONOMICS**

**Topics:**

Living standards

**Learning Objectives:**

To explain indicators of living standards -real gross domestic product per head

To discuss the advantages and disadvantages of real GDP per head and the HDI as indicator of living standards

To analyse the reasons for differences in living standards and income distribution within and between countries

**Resources needed:**

PPT

Text book

Past papers

Marking scheme

Task sheet

**Homework/Assignments:**

Topical questions