



**DBS Wakra**  
**Curriculum Overview**  
**Year 8 Autumn Term 1 2021/2022**

Year 8 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Speech Writing and TED Talks</u> <u>Narrative Voice: Stone Cold</u>	Looking at the features of non-fiction writing; writing for various audiences and purposes such as to persuade, inform, explain and narrate analysing famous speeches and use this new knowledge to construct their own; working on the delivery of their speeches looking at oration and intonation; looking at narrative voice in a variety of texts and analyse the different perspectives stories can be told from; identifying and explaining the different effects; developing students' comprehension, critical reading and comparison skills, as well as producing clear, coherent writing using accurate standard English; exploring themes such homelessness, friendship, mental health and wellbeing and vulnerability; completing non-fiction writing tasks such as	<b><u>Reading skills</u></b> Writing effective PEE responses, students will be able to analyse characters, themes and language and make clear inferences on the text; justifying interpretations and linking them to context and the intentions of the writer Robert Swindells. <b><u>Writing skills</u></b> Writing clearly, using a sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation; using techniques to persuade, advice and form readers, ensuring the correct purpose, audience, format and tone for the task.

		letters, guides, reports and reviews.	
How will this be assessed?		<p>1.1: Explore the characterisation of Black Dog in Chapter 2. (reading response)</p> <p>1.2: Write a letter to your mother as Jim Hawkins. (non-fiction writing)</p> <p>1.3: How does the character of Jim Hawkins develop throughout Treasure Island? (reading response)</p>	
Maths	<u>Factors and Powers</u>	Using the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem; using the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors; learning how to simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions)	Using divisibility rules to determine if a number is a prime; using prime decomposition to find the prime factors of any 3 digit number and using this information to find the HCF and LCM of two numbers; calculating with roots, and with integer and fractional indices; estimating answers using suitable estimation and approximation and having the ability to round to an appropriate degree of accuracy; using and interpreting algebraic manipulation and knowing the difference between an equation and an identity; arguing mathematically to show algebraic expressions are equivalent, and using algebra to support and construct arguments and proofs.
How will this be assessed?		End of unit test and end of term test	
Science	<u>Explaining Physical Changes</u>	Exploring the skeleton and muscles, learning how movement is brought about at joints by muscles working in pairs; looking at the ways we generate energy required to move; describing aerobic respiration and how it relies on breathing to provide oxygen, and digestion to provide glucose as a	Describing structure and functions of the human skeleton, to include support, protection, movement and making blood cells; explaining the interaction between skeleton and muscles, including the measurement of force exerted by different muscles using secondary data; identifying examples of antagonistic muscles; describing the process of aerobic and anaerobic respiration comparing the reactants and product for both reactions using word equations; explaining the situations when each type of respiration takes place; comparing anaerobic

		reactant; researching the process of anaerobic respiration; comparing reactants and products of each type of respiration.	respiration in humans and microorganisms, including fermentation.
How will this be assessed?		Fully written reports for investigation into change of state where students will apply their knowledge and understanding to complete the task with the guidance from the success criteria grade ladder; end of topic test to develop and continue to build exam technique and challenge.	
Geography	<u>Population;</u> <u>Urbanisation</u>	Learning when and why the population of the world suddenly began to increase rapidly and the implications this has had especially on use of resources; understanding how our towns and cities developed and investigate the problems faced in urban areas.	Explaining key points that allowed population to increase rapidly; creating and interpreting population pyramids; justifying population control methods; describing the key characteristics of cities; comparing established urban areas to new ones in terms of structure; explaining how local governments are combating issues faced in urban areas such as crime and housing deficiencies.
How will this be assessed?		End of term <b>exam</b> testing the following skills: <input type="checkbox"/> Creating and analysing population pyramids <input type="checkbox"/> Contextual knowledge of location <input type="checkbox"/> Application of geographical skills <input type="checkbox"/> Competence in geographical enquiry	
History	<u>When and why did monarchs lose control?</u>	Exploring the rollercoaster of power in the Tudor and Stuart dynasties in Britain; exploring how Britain attempted to make the monarchy more accountable and how people fought for democracy.	Establishing links between events and the ideas that drove them by analysing a range of sources and historical evidence and evaluating its reliability; forming judgements on the long and short-term impact of each event on Britain.
How will this be assessed?		End of term <b>exam</b> testing skills in <input type="checkbox"/> Chronology <input type="checkbox"/> Knowledge <input type="checkbox"/> Cause and consequence <input type="checkbox"/> Using Evidence <b>Extended Writing</b> - Explain why Henry VIII is seen by some historians as a monster?	

<p>Arabic</p> <p><u>القرءة</u></p> <ul style="list-style-type: none"> <li>إلى ولدي لأحمد</li> <li>يامين</li> <li>ق صيدة اب تسم</li> <li>لإي لياي</li> <li>ماضى</li> <li>ال تعلم ف وق</li> <li>ال جمع</li> <li>ق صة من أوراق</li> <li>ال بحر</li> <li>ق صيدة</li> <li>ف لمسط بين</li> </ul> <p><u>لكلمة والجملة وال بلاغة</u></p> <ul style="list-style-type: none"> <li>ال تشبيه و-</li> <li>ال استعارة و</li> <li>ال فرق بينهما</li> <li>ال طباق والمقابلة-</li> <li>ال افعال المتصرفية و-</li> <li>ال افعال الجامدة</li> <li>ال ميزان الصرفي --</li> <li>حالات إعراب ال فعمل-</li> <li>ال مضارع</li> <li>ال افعال الخمسة-</li> <li>ال مبنى من الأفعال-</li> <li>زيادة وحذف بعض الحروف</li> <li>ال همزة المتوسطة-</li> <li>ال حالات الخاصة</li> <li><u>ل تعبير ال كتابي</u></li> <li>ال علم والعمل-</li> <li>مركز سدره لمطب و-</li> <li>ال بحوث</li> <li>ال تعليل على حدث-</li> <li><u>ل تحدثا</u></li> <li>ال عطاء والإجاز-</li> <li>سرد حكاية وتقمص-</li> <li>الادوار</li> </ul>	<p>1 من خلال تعزيز مهارة القراءة الصامتة و القراءة الجهرية يكتسب الطالب القدرة على تحديد نوع النص ، ومعرفة بعض خصائصه الأسلوبية.</p> <p>2 تطوير الزاد المعرفي و اللغوي و تعلم مفردات جديدة .</p> <p>3 استنتاج الفكرة الرئيسة وكل الأفكار الفرعية ، وإبداء الرأي فيها كما يقوم بتلخيص الدرس.</p> <p>إجابة الأسئلة المباشرة وغير المباشرة.</p> <p>4 الإلمام بمعظم قواعد الصف الثامن</p> <p>تمثيلاً واستخراجاً وإعراباً (الأفعال المتصرفية والأفعال الجامدة، حالات إعراب الفعل المضارع، الميزان الصرفي، الطباق والمقابلة والتشبيه)</p> <p>5 كتابة الهمزة المتوسطة في الحالات الخاصة كتابة صحيحة.</p> <p>6 كتابة مقال ودعمه بالحجج والأدلة العقلية والنقلية مع تنظيم مراحل الكتابة.</p> <p>كتابة مقال عن مركز سدره و دوره و دوره في مجال البحوث الطبية والعلمية.</p> <p>سرد حكاية بلغة فصحي و تقمص أدوار الشخصيات من خلال حوار تمثيلي</p> <p>7 التعبير بطلاقة والتحدث بالفصحي .</p>	<p>يهرتظ العمل على مستويات لمراعاة الفروق الفردية بدقة ؛ أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس ب تحمل - تدريب الأقران بشكل فعال الممسؤولية</p>
<p>How will this be assessed?</p>	<p>ال تطبيقات ال كاملة ال تي تحوي على جميع القواعد - ال كتابة -المهارات ( ال قراءة وال فهم الإملاء</p> <p>الاختبارات ال فصلية ال تي تحوي على جميع القواعد - ال كتابة -المهارات ( ال قراءة وال فهم الإملاء )</p> <p>بجانب الاختبارات الشهرية ال تي تقيس قدرة الطالب على الاستماع الجيد ال تحدث بال لغة ال عربي ال فصاحة</p>	

MFL	<u>La comida; La salud</u>	<p><b><u>La comida</u></b> Learning about food &amp; dishes; ordering in a restaurant and expressing opinions about preferences.</p> <p><b><u>La salud</u></b> Learning parts of the body and how to manage a medical consultation.</p>	Confidently and articulately ordering food in a restaurant expressing preferences, likes and dislikes; communicating their feelings clearly in a health medical centre.
How will this be assessed?		Written assessment	
Music	<u>Ukulele; Harmonising</u>	Gaining knowledge of the design and features of the ukulele; understanding how the instrument works and developing their skills in playing it; reading ukulele chord boxes; knowing how chords are made up & identifying chords by sight from a given melody	Playing all our chosen chords, in time, as a group, accompanying classes as they sing; transitioning between chords for their songs and playing individually and as part of a group; identifying correct chords to harmonise a given note or chord; explaining all decisions articulately
How will this be assessed?		Practical performance.	
Art	<u>Maori &amp; aboriginal art</u>	Building upon existing drawing/painting skills; understanding the Maori movement; understanding Aboriginal art; using research to create a Maori style inspired mask; creating an aboriginal inspired work of art.	Demonstrating understanding of the Maori and Aboriginal art movements through research; using research to create separate pieces of art work; linking to the relevant art movement; using a variety of techniques including papier maché.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework, project final grading.	
PSHE	<u>Mental Health; Anti-Bullying; Stereotyping</u>	Learning up-to-date and relevant information relating to mental illness and health; applying information to students' own	Expressing intelligent and articulate views about mental health issues; displaying mature approaches to discussions around kindness and bullying; demonstrating a clear understanding of how stereotypes can affect a community

		contexts; learning the importance of kindness in a community and appreciating the damage that bullying can do; understanding how attaching stereotypes can limit potential and impact negatively upon personal mindsets	
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Health Related Fitness</u>	Developing knowledge of what is Health Related Fitness (HRF); understanding how students can improve components of their HRF, and in turn how this would then improve them as an athlete within their favourite sports; following individual workouts to further improve their HRF.	Working at maximal levels while showing good technique and determination/resilience; timing/measuring accurately; peer coaching effectively; show an improvement from baseline scores and understanding how improvements have been secured.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation.	
ICT	<u>Data representation &amp; encryption and databases</u>	Understanding binary and the way in which a computer functions; understanding how to deal with binary related arithmetic and how instructions are converted to computer/machine language; understanding commonly used cipher techniques and strategies in the modern world and the importance of keeping data encrypted to successfully transfer data; creating	Converting binary numbers to denary; adding & subtracting binary numbers; articulating the need for data encryption; creating a spreadsheet that can be used in real life situations.

		spreadsheet models for a given scenario	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Board game project</u>	Applying creative techniques to provide original ideas; understanding the importance of having several ideas and using annotation; applying previously learnt techniques to produce a high-quality finish; working from a final drawing to manufacture a product; understanding the importance of testing to make improvements; applying problem solving decisions to improve design	Detailing Product Analysis is detailed with all aspects of ACCESSFM whilst commenting on with justification for choices; design is clearly drawn, annotated with ACCESSFM and reasons; game has been improved significantly and is dramatically different from the original; using feedback to change the game
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	