DBS Wakra
Curriculum Overview
Year 8 Autumn Term 2 2021/2022

Year 8 Autumn Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	Speech Writing and TED Talks Narrative Voice: Stone Cold	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	**Reading skills** Writing effective PEEE 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. **Writing skills** 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. **Speaking and Listening** Students will contribute in class discussion, listening carefully to other students and building upon their answers. When required they will present their findings to the class using appropriate register, language and tone for the task and with confidence.

		letters, guides, reports and reviews.	
How will this be assessed?		Writing: Persuasive writing Reading: End of novel test	
Maths	Factors and Powers	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	Explaining Physical Changes Explaining Physical Changes Exploring Contact and Non-Contact Forces	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 reactant; researching the process of anaerobic respiration; comparing reactants	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 respiration in humans and microorganisms, including fermentation; using particle diagrams to explain the differences in energy and forces between

		and products of each type of respiration; using particle models to represent solid, liquids and gases, and their properties; using correct terminology and the particle models to describe changes of state; investigating how solids, liquids and gases behave when heat is applied; making predictions about floating and sinking using ideas about density; investigating conservation of mass and factors affecting rate of diffusion; exploring the magnetic field lines around a magnet and explaining the concept of attraction and repulsion; recognising the effects of static charge and investigate the impact of charge on other objects; researching how static electricity can be useful and dangerous; describing gravity and apply it to space travel; exploring pressure and using formula to calculate it.	the particles in different states of matter, accounting for differences in their properties; explaining changes of states in terms of particle models and interpreting data relating to melting and boiling points; explaining expansion and describing applications and problems caused by thermal expansion; using the particle model to explain the density differences between gases and calculating density of solids; using the ideas of particle to explain conservation of mass; making predictions about factors affecting the rate of diffusion; applying the concept of poles and the law of attraction and repulsion; explaining the shape, size and direction of magnetic fields; using evidence to develop ideas about static charge and explaining how it is generated in terms of electron transfer; giving examples of how static charge is used in various situations; explaining how gravity field varies and its implications with space travel; describing how pressure varies in solids, liquids and gases; applying the formula correctly to calculate pressure.
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; Urbanisation</u>	Learning when and why the population of the world suddenly began to increase rapidly and	Explaining key points that allowed population to increase rapidly; creating and interpreting population pyramids; justifying population control methods;

		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.	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 **exam** testing the following skills: ❑ Creating and analysing population pyramids ❑ Contextual knowledge of location ❑ Application of geographical skills ❑ 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 **exam** testing skills in ❑ Chronology ❑ Knowledge ❑ Cause and consequence ❑ Using Evidence **Extended Writing** - Using evidence from a range of sources, answer the question "Does the monarch Henry VIII/Mary I/Elizabeth I deserve their historical reputation?"	
Arabic	**<u>الـ قراءة</u>** • إلى ولـ دي لأحـ مد أمـ ين • قـ صـ يدة ابـ تـ سم لإيـ لـ يا ابي ماضى • الـ تـ عـ لـ يم فـ وق الـ جمـ يع • قـ صة من أوراق الـ بحر • قـ صـ يدة فـ لـ سطـ ين **<u>لـ كلمة والـ جملة و الـ بلاغة</u>**	**1** من خلال تعزيز مهارة القراءة الصامتة و القراءة الجهرية يكتسب الطالب القدرة على تحديد نوع النص ، ومعرفة بعض خصائصه الأسلوبية. **2** تطوير الزاد المعرفي و اللغوي و تعلّم مفردات جديدة . **3** استنتاج الفكرة الرئيسة وكل الأفكار الفرعية ، وإبداء الرأي فيها كما يقوم بتلخيص الدرس. إجابة الأسئلة المباشرة وغير المباشرة.	هر تظ العمل على مستويات لمراعاة الفروق الفردية دقـ ة ؛ أسلوبًا قويًا وتصميمًا / مرونة ؛ توقيت / قياس ب تـ حمل –تـ دريـ ب الأقـ ران بـ شكل فـ عال الـ مـ سؤولـ ية

	الـ تشـ بـ يـه و - و الا سـ تعارة الـ فرق بـ ينهما الـ طـ باق و الـ مـقابـ لة- الافـ عال الـ مـ تـ صرفـ ة و - الافـ عال الـ جامدة الـ مـ يزان الـ صرفي ـ -- حالات إعـ رب الـ فعل - الـ مـ ضارع الافـ عال الـ خمـ سة- الـ مـ بـ ني من الأفـ عال- زيـ ادة و حذف بـ عض - الـ حروف الـ همزة الـ مـ توسـ طة - الـ حالات الـ خاصة **لـ تعـ بـ ير الـ كـ تابـ ي**ا الـ عـ لم و الـ عمل- لـ لمطب و مـ ركـ ز سدرة - الـ بحوث الـ تعـ لـ يق عـ لى حدث- **لـ تحدث**ا الـ عطاء و الإنـ جاز- سرد حـ كايـ ة و تـ قمص - الادوا ر	4 الإلمام بمعظم قواعد الصف الثامن تمثيلًا واستخراجًا وإعرابًا (الأفعال المتصرفة و الأفعال الجامدة,حالات إعراب الفعل المضارع,الميزان الصرفي, الطباق و المقابلة و التشبيه) **5** كتابة الهمزة المتوسطة في الحالات الخاصة كتابة صحيحة. **6** كتابة مقال و دعمه بالحجج و الأدلة العقلية و النقلية مع تنظيم مراحل الكتابة. كتابة مقال عن مركز سدرة و دوره و دوره في مجال البحوث الطبية و العلمية. سرد حكاية بلغة فصحى و تقمص أدوار الشخصيات من خلال حوار تمثيلي **7** التعبير بطلاقة و التحدث بالفصحى .	
How will this be assessed?		الـ تطـ بـ يـ قات الـ كامـ لة الـ تـي تـ حـ توي عـ لى جمـ يع –الـ قواعد -الـ كـ تابـ ة –الـ مـ هارات(الـ قراءة والـ فهم الإمـ لاء الاخـ تـ بارات الـ فصـ لـ ية الـ تـي تـ حـ توي عـ لى جمـ يع –الـ قواعد -الـ كـ تابـ ة –الـ مـ هارات (الـ قراءة والـ فهم ءالـمإلا) قـ درةبـ جاذ ب الاخـ تـ بارات الـ شـ فويـ ة الـ تـي تـ قـ يس الـ طالـ ب عـ لى الا سـ تماع الـ جـ يد الـ تحدث بـ الـ لغة الـ عربـ ية الـ فـ صـ يحة	
MFL	La comida; La salud	**La comida** Learning about food & dishes; ordering in a restaurant and expressing opinions about preferences. **La salud** Learning parts of the body and how to manage a medical consultation.	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	Blues	Talking about blues music and blues artists; learning how music can reflect a time and place, and how disparate cultures can influence each other's' music.	Using triads I, IV and V in the 12 bar sequence, creating swung, homophonic music with solo improvisations to convey personal ideas and feelings; developing solo melodic line within constraints of core 12 bar conventions (harmonic and structural).
How will this be assessed?		Practical performance in the form of an in class competition to then compete in an interclass competition. Music theory test	
Art	Maori & aboriginal art	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	Mental Health; Anti-Bullying; Stereotyping	Learning up-to-date and relevant information relating to mental illness and health; applying information to students' own 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	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
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	Athletics Rounders Badminton	Understanding and demonstrating sprint start technique,	Identifying correct techniques; applying correct techniques into race/competition/game situations; peer-

	<u>Health & Fitness</u>	sprinting technique, triple jump technique; understanding and apply pace to a long distance race; understanding and applying the 3 baton change techniques in a relay race; understanding and demonstrating correct throwing technique in the shot put, discus and javelin; using correct technique in a hurdles race; developing under arm throwing/ bowling technique; understanding and demonstrating over arm throwing technique; applying fielding tactics to a game situation; developing an understanding of fielding positions; understanding and demonstrating correct batting technique; identifying short and long barrier techniques and applying it to a small game; replicating core skills (forehand, backhand, serve, smash, drop shot); outwitting opponents in an attacking situation; understanding the game rules and team play; developing decision making/problem solving skills; replicating more	assessing and coaching, giving clear 'what went well' and 'even better if' feedback; assessing own performance using correct technique; exceeding physical expectations showing speed, power, accuracy, cardiovascular endurance and muscular endurance; applying a range of tactics in a small game; demonstrating leadership and communication skills in a game; competing to a high level outside of school; correctly identifying and playing the most effective shots during a game; utilising the space of the court and playing shots into space to defeat opponents; working tactically with a teammate to successfully defend all areas of the court; refining shots, improving accuracy and precision; applying any component of fitness to any given sport and creating a sequence of exercises relating to components; consistently demonstrating all components of fitness in a range of sports; demonstrating maximum effort, improved/very good fitness level, and analysing the effectiveness of fitness testing; explaining how the body reaches max heart rate, and showing maximum effort in order to increase exercise intensity to reach near max HR; giving maximum effort, being able to continue exercise for prolonged periods of time, and being able to analyse which types of training would benefit different sports; identifying and explain why these changes occur; identifying aerobic and anaerobic activities and explain the benefits of each; understanding which fitness activity would develop performance in different sports.

		advanced core skills (backhand flick/clear, serve variations & disguised drop shot); developing tactical use of clear and drop shots to beat opposition; identifying, understanding and applying all components of fitness; identifying a number of fitness tests, and understanding when they should be used; identifying and calculating maximum heart rate, and its effects on fitness level; knowing and explaining different types of training; understanding the effects that exercise has on the body – short term and long term; learning about energy systems – aerobic and anaerobic; learning a range of different fitness activities such as aerobics, HIIT, plyometrics, boxercise.	
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on a tracker.	
ICT	<u>Data representation & 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	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.

		techniques and strategies in the modern world and the importance of keeping data encrypted to successfully transfer data; creating 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	Board game project	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.	