



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

Year 8 Spring Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Fantasy Fiction and Media</u>	Looking at the features of fantasy fiction writing with particular focus on authorial intent and reader reaction; looking at how language creates tone and mystery, with particular reference to literary devices; exploring the structures of creative writing and using this knowledge to enable successful genre writing; look at how writing can create imagery and whether film can successfully capture the essence of writing; analyse film posters, conventions and how they appeal to audiences; looking at how atmosphere is created in the written word; analysing language and structure and ensuring confident use of evidence to support ideas.	Writing a full PEED+ analysis; using integrated, well punctuated quotations and developing analysis to include authorial intent, reader reaction and clear language analysis; using the new media terminology confidently and discussing both still and moving images with the same analytical tone as a written text. <b>Writing skills</b> Communicating effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audience; writing clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
How will this be assessed?		1.1 Analysis of authorial intent - Reading 1.2 Creative Writing - Writing 1.3 Media analysis - Speaking and Listening	
Maths	<u>Shape Number</u>	Looking at the four transformations of shapes: rotation, reflection, enlargement and translation;	Transforming a shape using any one of the four transformations; using correct mathematical language at all times when doing this; finding centre of enlargements and scale factors of previously enlarged

		<p>explaining transformations that have happened;          extending knowledge of direct proportion to finding missing side lengths, areas and volumes of enlargements;          understanding the concept of recurring decimals and their fractional equivalence;          extending knowledge of percentages by exploring percentage change and also repeated percentage change.</p>	<p>shaped and also identifying errors in transformations; quickly converting fractions to recurring decimals and vice versa; finding one percentage of another and also be fluent in finding the percentage change; calculating change using real world examples of discounts and tax; finding the amount before a percentage change (reverse percentages).</p>
How will this be assessed?		<p>Online tasks          End of topic assessment/quiz          End of term test</p>	
Science	<u>Looking at Plants and Ecosystems</u>	<p>Learning why plants are so important to the survival of all living organisms and describe the process of photosynthesis and the factors that affect it;          investigating the movement of water and minerals through plants and the effects of mineral deficiencies on their growth;          describing the adaptations in plants that allow them to carry out their life processes effectively;          carrying out investigations on the effects of light on starch production in plants; selecting suitable equipment and using it accurately and</p>	<p>Describing dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae;          describing the process of photosynthesis to build organic molecules that are an essential energy store, and to maintain levels of oxygen and carbon dioxide in the atmosphere;          investigating how leaves are adapted to carry out photosynthesis including the role of stomata in gas exchange;          using word equation to represent photosynthesis identifying the reactants and products;          explaining how plants gain mineral nutrients and water from the soil via their roots;          understanding the interdependence of organisms in an ecosystem, including food webs and explain how they are affected by their environment, including the accumulation of toxic materials;          carrying out investigations of the impact of light on starch production safely and evaluate the data obtained;          selecting and using the equipment correctly and justifying the choice during the investigation;          recording</p>

	<p><b>Explaining Chemical Changes</b></p>	<p>safely; exploring chemosynthesis by bacteria at ocean vents compared it to the photosynthesis in green plants; carrying out investigations using the equipment accurately and safely; exploring the characteristics of chemical change and using these to explore the new products that are formed; using models to reinforce the rearrangement of atoms during reactions; writing word and symbol equations using the correct formulas; identifying different acids and alkali that we use in everyday life and learning how the pH scales work; making an indicator to test the acidity or alkalinity of different substances; investigating neutralisation reactions using acid and alkali; exploring how acids react with metals and carbonates; describing the effects of combustion on the environment.</p>	<p>evidence in a suitable format and evaluating data effectively; describing the difference between physical and chemical reactions; writing word and symbol equations correctly to show reactants and products in a reaction; describing the pH scale and what each colour, as well as the numbers, represent; exploring everyday substances to identify which are acid or alkali using universal indicator; describing the different indicators that can be used to test the acidity or alkalinity of a solution and make an indicator to test an unknown substance; carrying out the neutralisation reaction and representing the reaction of an acid with alkali producing salt plus water, using models, words and symbols for the equation; investigating acid with metals and carbonates and testing the products that are produced during the reactions; explaining the impact combustion has had on the community of plants and animals.</p>
<p>How will this be assessed?</p>		<p>Fully written reports for investigation into charge on an object 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.</p>	
<p>Geography</p>	<p><u>Coasts</u> <u>Weather and climate</u></p>	<p>Finding out the processes that occur along coasts; understanding why the coast is important to</p>	<p>Explaining key points that allowed population to increase rapidly; creating and interpreting population pyramids; justifying population control methods; describing the key characteristics of cities;</p>

		<p>humans by discovering the ways in which it can be used; understanding erosion, transportation and deposition and the ways in which this happens; knowing how features such as beaches, headland and bays, sand spits, coastal sand dunes are formed; learning that waves play an important role in shaping the coast as well as the geology of the coastline; learning about the various aspects of weather and climate that can be measured and recorded; looking at the various instruments used to measure the weather and ways in which the data recorded can be shown; discovering the reasons for the variation in climate around the world such as the tilt of the earth and the importance of the spherical globe; learning about anticyclones and depressions and how the air movement affects the weather we see.</p>	<p>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; using geographical skills to create a town which both allows development and preservation of our countryside by protecting the rural urban fringe preventing urban sprawl; labelling various instruments used to measure weather; explaining why some countries have seasons, why some countries experience no rain while for others it is an almost daily occurrence; using data collected to create climate graphs; sketching to show how anticyclones create areas of calm weather; highlighting areas of extreme weather events on a world map; justifying that global warming is anthropogenic rather than a natural phenomenon.</p>
<p>How will this be assessed?</p>	<p>End of term <b>exam</b> testing the following skills:          Critical thinking regarding best method to protect coastline          Use diagrams to show the formation of coastal features          Contextual knowledge of location          Application of geographical skills          Use numerical skills to calculate rate at which global warming is increasing</p>		

History	<u>How and why was the Transatlantic Slave Trade abolished?</u>	Studying the Transatlantic Slave Trade; learning about the origins of the slave trade; analysing a range of sources to judge Britain's role in the slave trade and evaluating the reasons as to why it was later abolished; investigating the role of Afro-Caribbean people in Victorian Britain and the long term impact of the slave trade on this community.	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 topic <b>exam</b> testing skills in <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Knowledge</li> <li>• Cause and consequence</li> <li>• Interpretation of sources</li> </ul>	
Arabic	<u>القرءة</u> <u>اق ص بدة ن حن هن</u> <u>هو صا يا الم قمان لاد ن</u> <u>قصة ال اسماء ملك ال جم بع</u> <u>نق ص بدة ل وحة ال زم</u> <u>الإ سلام دين ال رحمة</u> <u>حو ال ت سام</u> <u>ت أمن و حماية ال معلوما</u> <u>ال ك لمة وال جم لة</u> ال أ سماء ال خمس ال أ لف ال فارق ق ال م ف عول ال م ط ل ه ال م ف عول لأ ج ل ال همزة ال م ت وسط ظ ر ف ال ز مان ن و ال م ك ل ال ح ا أ ل ف اظ ال ع قود و ال أ عداد ال م ع طوف ال همزة ال م ت طرف ل ا س م ال فاع ل ا س م ال م ف عو ز ي ا دو و ح ذ ف ب ع ض ف ال ح ر و و	1. تطو ير ال قرءة ال صام تة وال ج ه ر ية ع ن د ال ط ل ا ب ب ح ي ث ب ص ح ح ال ط ل ا ب و ذ ل ك م ن ا خ ط اء ه خ ل ال ال ت ح ل م ل ال ص و ت ي ل م ك ل مة 2. تطو ير م ه ا رة ج م ع و ت و ل و ل ي د ال أ ف ك ا ر م ن ال ا ن ت ر ن ت ب ه د ف ال و ص و ل ل م قرءة ال ج ه ر ية ب ط ل ا قة 3. ت و ظ ي ت طو ير ف م ع ر ف ت ه ب ال ف ص ح ي ل م ت ح د ث ف ي م و ض و ع م أ و ف ب ط ل ا قة ن س ب ية ت ت ف ق و ال ص ف ي ال م ر ا س	ظه ر ت الع م ل ع لى م س ت و ب ي ا ت ل م ر ا ع اة الف ر و ق الف ر د ية ب د قة أ س ل و ب ا ق و ي ا و ت ص م ي م ا / م ر و نة ؛ ت و ق ي ت / ق ي ا س ت ح م ل - ؛ ت د ر ي ب الأ ق ر ا ن ب ش ك ل ف ع ا ل ال م س ؤ و ل ية

	<p><u>في ال تعبير ال ك تاب</u>  فال تعليق على موق-  ظاهرة اه تمام الدول  رب إعادة ال تدوي  إرشادات عن تنمية  المواهب وال هوايات  ي ال تسوق الال ك ترون  إبداء ال رأي في أ بيات  ة شعري  ة ك تابة دعو  <u>ال تحدث</u>  دوافع اس استخدام ال طاقة  ةال شمسى  فوصف موق  تبناء ال صداقا  روح ال مبادرة والاب تكرار</p>	<p>تقديم تحليل  م توازن ل قضية  معينة  ب تقويم  وجهات النظر  المخلفة وذلك  من خلال  استكشاف طرق  مخلفة  ل التخطيط  للك تابة  وعرضها  اتقان ك تابة  ال همزة  ب أشكالها  المخلفة على  واو الألف وال  والياء وعلى  ال سطر من خلال  استراتيجية  الحركة الاقوى</p>	
<p>How will this be assessed?</p>	<p>عالتطبيقات الكاملة التي تحدث على جميع  القواعد-ةال ك تاب-المهارات (ال قراءة وال فهم  الإملا  علاذتبارات الفصلية التي تحدث على جميع  القواعد-ةال ك تاب-المهارات (ال قراءة وال فهم  الملا)  تجاذب الاذتبارات الشفوية التي تقيس قدر  الطلاب على الاستماع الجي  ةال فصيح العربية بال لغة ال تحدث</p>		
<p>MFL</p>	<p><u>De compras</u>  <u>El tiempo libre/Divierte</u></p>	<p>Learning vocabulary for clothes and expressing opinions; ordering an item of clothing in a shop as well as describing school uniform; using the past tense to describe an outfit worn recently; learning about different sports; discussing free time activities and what happens at weekends; talking about making plans; discussing what types of films are popular</p>	<p><b>Grammar focus:</b>  Using demonstrative adjectives; conjugating the verb 'quedar'; using direct object pronouns; working on agreement of different adjectives.  <b>Grammar focus:</b>  Conjugating irregular and regular verbs in the present tense – jugar, practicar, ver, hacer; conjugating the verb 'gustar'; practising the near future tense and the preterite tense; introducing the imperfect tense.</p>

How will this be assessed?		Written assessment	
Music	<u>Musical Clichés</u>	Learning about how music reflects time, place and culture as well as venue and context; learning how the media uses music for effect; creating rhythmic patterns from words; adding melodies and chords to an ostinato bass line; using words to create an ostinato pattern; performing ostinato rhythmic patterns and melodies/chords	Selecting and making expressive use of tempo, dynamics, phrasing and timbre in their performance; making subtle adjustments to fit own part within a group performance; composing and improvising in different styles and genres, using harmonic and non-harmonic devices where relevant; sustaining and developing musical ideas, and achieving different intended effects; analysing, comparing and evaluating how music reflects the contexts in which it was created, performed and heard.
How will this be assessed?		Questioning, homework and ends of term assessment. Practical performance in the form of an in class competition to complete in an interclass competition. Music theory test	
Art	<u>Aboriginal art</u>	Developing an understanding of Aboriginal art; creating an aboriginal inspired work of art.	Using research to create separate pieces of art work; developing a work of art which clearly links to the relevant art movement; using a variety of techniques; creating a final design which accurately reflects the Aboriginal culture and art.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, 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 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	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

		negatively upon personal mindsets	
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Football</u> <u>Netball</u>	<p>Understanding variations in passes and where different types of passes should be used; using the different parts of the body to control the ball; outwitting opponents with the combination of advanced turns and passes; understanding and appreciating the need to make decisions about choice of technique and refining ideas when unsuccessful; replicating a variety of shooting techniques on goal; appreciating how to adjust shot selection based on opponents positioning; assessing &amp; evaluating shooting techniques and suggesting ways to improve; outwitting opponents using dummies &amp; fakes at speed; understanding the importance of width and playing into space in order to attack; developing basic strategic and tactical play; developing their understanding and knowledge of how to stop an attack effectively; developing new strategies from setting plays in attack</p>	<p>Demonstrating a wide range of more advanced core skills, applying them efficiently and effectively in games played with speed and precision; forming game plans in a range of situations, making a significant contribution to the team's effectiveness; identifying space and using this to advance the team; identifying the type of core skills needed and performing these fluently and quickly even under pressure; attempting more advanced variations of skills and making a significant impact on the games played; creating suitable set plays from different areas; making speedy decisions when facing an opposition and using a range of core skills effectively to present goal scoring opportunities; showing a deeper understanding of tactics and reflecting on the effectiveness of these after execution; identifying the aspects of a good team performance, recognising weaknesses and suggesting how this could be improved; maintaining space when they are moving and keeping it at a constant pace; demonstrating a pass to someone who is in space; make a two handed pass showing some control and accuracy; securely catching a pass and beginning to abide by the footwork rule; naming all seven positions in a netball team and explaining where they are able to move on court; adjusting to playing different positions; demonstrating good understanding of basic rules; using an understanding of the principles of attack when planning approaches to competitive games; working effectively in a small team to choose and put into practice tactics for attacking and defending; showing creativity in planning ways to outwit opponents and executing the skills needed to complete this; taking on the role of an umpire in small sided game activities and</p>



		<p>and defence;          developing balanced and coordinated movement patterns that can be transferred into a game situation;          replicating ball handling skills (one and two handed passes);          knowing the seven playing positions and their associated areas;          developing a concept of rule adherence and increase knowledge of the rules;          outwitting an opponent to gain possession;          developing possession and attack as a team</p>	<p>demonstrating confidence in decision making;          consistently using a range of core skills in competitive game situations, showing more precision when time and space is given;          supporting others in the team to build an attack when an interception is made;          showing creativity in planning ways to outwit opponents and execute the skills needed to complete this;          critically evaluating a plan to attack and adapting this idea to suit the needs of individuals.</p>
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 &amp; encryption and databases</u>	<p>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 spreadsheet models for a given scenario</p>	<p>Converting binary numbers to denary;          adding &amp; subtracting binary numbers;          articulating the need for data encryption;          creating a spreadsheet that can be used in real life situations.</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Clock</u>	Applying creative techniques to original	Carrying out product analysis to aid design development; concentrating on outline

		<p>ideas; understanding the importance of having several ideas and using annotation; understanding how to join acrylic using correct adhesive; applying previously learnt techniques to produce a high quality finish; working from a final drawing to manufacture a product; understanding how to apply thermoforming techniques to enhance the product; understanding how to assemble clock mechanism; applying problem solving decisions to improve design</p>	<p>designs only – avoiding internal features - except for holes; annotating suitable ideas; creating a plan of manufacture that demonstrates understanding of tools and materials used; adhering to acrylic pieces accurately using suitable adhesives; carrying out thermoforming process safely and accurately following workshop rules; independently cutting and shaping acrylic depending on own designs; assembling a functional clock mechanism; using various feedback techniques to modify and make design improvements</p>
<p>How will this be assessed?</p>		<p>Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.</p>	