



DBS Wakra
Curriculum Overview
Year 8 Summer Term 1 2021/2022

| Year 8 Summer Term 1 | What are we learning? | What KUS will we gain? | What will excellence look like? |
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| English | <u>Macbeth</u> | Exploring the key skills required for understanding literary heritage texts at IGCSE; gaining knowledge and understanding of the text in context; specifically looking at the Dark Ages, Elizabethan England and the kings and queens of Scotland and England; understanding Shakespeare's language; learning the difference between poetry and prose, what iambic pentameter is and how to read Shakespearean English; reading for understanding; understanding characterisation and character development, themes and content and how to write formally about a text. | <p><u>Reading skills</u> Demonstrating a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement; showing understanding of texts and the contexts in which they were written; writing effective PEED+ responses; analysing characters, themes and language and making clear inferences on the text; justifying their interpretations and linking them to context and the intentions of the writers.</p> <p><u>Writing skills</u> 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; ensuring that quotations are formatted and linked.</p> <p><u>Speaking and Listening</u> Contributing in class discussions, listening carefully to other students and building upon answers; presenting findings to the class using appropriate register, language and tone for the task and with confidence; reading and performing confidently, demonstrating understanding of both content and character.</p> |
| 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</u> <u>Data</u> <u>Algebra</u> | Recapping the skills of converting units of measurement and between the imperial | Using and understanding scales in maps and drawings; measuring accurately the real distance between two points on a map; expressing the direction between |

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| | | <p>and metric systems; using their current knowledge of angle rules to find the bearing of one location from another; using understanding of ratio to understand scale drawings and drawing diagrams to scale; understanding the links between sequences and straight line graphs; exploring the relationship between these graphs and solving equations; exploring the gradient of lines, and how these relate to sequences.</p> | <p>two points on a map using bearings; applying angle rules and finding the bearing of one location from another; finding the nth term of an arithmetic sequence and applying this to straight line graphs; calculating the gradient of a line using a number of methods, correctly identifying the most efficient; determining if a particular coordinate will lie on a line, and also finding the points of intersection with the axes.</p> |
| How will this be assessed? | | <p>End of topic assessment/quiz End of term test</p> | |
| Science | <p><u>Explaining chemical changes</u> <u>Electricity</u> <u>Explaining Chemical Changes</u></p> | <p>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</p> | <p>Selecting and using the equipment correctly and justifying the choice during the investigation; recording 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 test the products that are produced during the reactions; explaining the impact</p> |

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| | | <p>neutralisation reactions using acid and alkali; exploring how acids react with metals and carbonates; describing the effects of combustion on the environment; learning how electric circuits work and understanding what is meant by the terms 'current', 'voltage' and 'resistance'; investigating the different factors that affect the resistance; investigating how current and voltage change in series and parallel circuits and explore different applications of these circuits.</p> | <p>combustion has had on the community of plants and animals; drawing simple circuits and identifying the different circuit symbols; describing the difference between series and parallel circuits and their applications; describing current, voltage and resistance; explaining how different factors affect the resistance of a conducting wire and how these factors can be exploited for different applications; explaining why current and voltage change in series and parallel circuits, and describing different applications, including the advantages and disadvantages.</p> |
| How will this be assessed? | | 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. | |
| Geography | <u>Weather and climate</u> <u>Japan</u> | <p>Understanding 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; understanding the</p> | <p>Identifying various types of weather and distinguishing between weather and climate; 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; locating on a map, and describing the features of important natural and manmade locations in Japan; analysing the impacts that an ageing population can have on a nation;</p> |

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| | | <p>different extreme weather events that can occur; learning about anticyclones and depressions and how the air movement affects the weather we see; learning that Japan is a country that has some of the most advanced level of technology of any country on Earth and that the country has kept a lot of its culture and ideals intact throughout the changes; studying how there are many natural disasters that Japan faces regularly and why this is the case and how the nation has managed to cope with such adversary.</p> | <p>reading and producing accurate climate graphs; describing the primary and secondary impacts of hazards; researching and presenting a natural disaster hazard that has affected Japan in the last 15 years.</p> |
| How will this be assessed? | | <p>End of term exam testing the following skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critical thinking regarding best method to protect coastline <input type="checkbox"/> Use diagrams to show the formation of coastal features <input type="checkbox"/> Contextual knowledge of location <input type="checkbox"/> Application of geographical skills <input type="checkbox"/> Use numerical skills to calculate rate at which global warming is increasing | |
| History | <u>The Industrial Revolution</u> | <p>Investigating the social, economic and international impacts of the Industrial Revolution that took place in Britain during the 18th and 19th Centuries; framing this investigation using the case of the infamous Jack the Ripper, using him to learn about: Life in London during this period; social</p> | <p>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.</p> |

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| | | <p>inequality; the scientific revolution, including innovations in investigating crimes; working conditions in factories; the role of children; the development of newspapers; how increased production at home led to British expansion overseas.</p> | |
| <p>How will this be assessed?</p> | | <p>End of topic exam testing skills in</p> <ul style="list-style-type: none"> • Chronology • Knowledge • Cause and consequence • Interpretation of sources | |
| <p>Arabic</p> | <p>القرائة: <u>قصة جديدة نحن هنا</u> <u>وصايا القمان لابي نه</u> <u>قصة السماء ملك الجميع</u> <u>قصة جديدة لوجه الزمن</u> <u>الإسلام دين الرحمة</u> <u>وال تسامح</u> <u>أمن وحماية المعلومات</u> والجملة ال كلمة الخمسة الأسماء ال فارقة الألف المطلق المفعول لأجله المفعول الم توسطة الهمزة ال زمان ظرفا والامكان الحال المعقود ال فاعل المعطوفة والأعداد الم تطرفة الهمزة ال فاعل اسم الم فاعل اسم بعض وحذف زيادو الحروف ال كتابي ال تعبير موقف على ال تعليل- بإعادة الدول اهتمام ظاهرة ال تدوير المواهب تنمية عن إرشادات والهوايات الإلا كتروني ال تسوق</p> | <p>1. ال قراءة تطوير ال صامتة عندوال جهرية ب حديث الطلاب الطلاب يصحح من ذلك اخطاءه ال تحل يل خلال الصوتي للكلمة</p> <p>2. مهارة تطوير وتول يجمع من الأفعال بهدف الاز ترزت للقراءة ال وصول بطلاقة ال جهرية</p> <p>3. توظيف تطوير معرفته بالفصحى فيل ل تحدث مألوف موضوع نسب ال بطلاقة ال صفوت تفق الدراسي</p> <p>4. تحليل قديم لقضية متوازن ب تقويم معينة ال نظر وجهات وذلك المذ تلفة خلال من طرق اسد تكشاف مذ تلفة</p> | <p>ال فروق لمراعاة مسد تويات على ال عمل ؛ مرونة / وتصميماً قوياً أسلوباً تظهر ال فردية الأقران تدريب ؛ بدقة ق ياس / توقيت المسؤولية تحمل - فعال ب شكل</p> |

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| | <p>أبيات في الرأي إبداع شعرية دعوة كناية التحدث الطاقة استخدم دوافع الشمسية موقف وصف الصدقات بناء والإب تكار المبادرة روح</p> | <p>لا تخط بط لك تابة وعرضها ك تابة اتقان 5. بأشكالها الهمزة على المخ تلفة والواو الألف وعلى والياء خلال من ال سطر استراتيجية الاقوى الحركة</p> | |
| <p>How will this be assessed?</p> | <p>تطبيقات كاملة التي تحوي على جميع التطبيقات القواعد -الك تابة -المهارات (القراءة والفهم الإملاء الختبارات الفصلية التي تحوي على جميع القواعد -الك تابة -المهارات (القراءة والفهم الإملاء) بجانب الختبارات الشفوية التي تقيس قدرة الجدال طالب على الاستماع</p> | | |
| <p>MFL</p> | <p><u>El tiempo libre/diviérte</u> <u>El turismo ,las vacaciones.</u></p> | <p>Learning about different sports; discussing free time activities and what to do at the weekends; learning about making plans to go out and meet friends as well as how to talk about types of films; revising restaurant language and the weather; learning to ask for tourist information to make plans; describing what happened on holidays; revising directions and places in town; learning to get travel information; expressing opinions about travel.</p> | <p>Grammar focus: Conjugating irregular and regular verbs in the present tense – jugar, practicar, ver, hacer; conjugating the verb ‘gustar’; using the near future tense and the preterite tense; introducing the imperfect tense; expressing opinions and using infinitives; using personal object pronouns; conjugating the present subjunctive.</p> |
| <p>How will this be assessed?</p> | <p>Writing, speaking, listening and reading.</p> | | |

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| Music | <u>Music Technology</u> <u>Dance Music</u> | Learning how music technology is used to create contemporary forms of music; learning that the key characteristics of Dance Music are a 4 to the floor drum beat, simple harmonies, repetitive riffs and melodies and common structure; learning about conventions in tempo for dance music; studying layers of percussion and synthesised sounds, vocals and samples. | Selecting and making expressive use of tempo, dynamics, phrasing and timbre in their performance; making subtle adjustments to fit your 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>Cubism project</u> | Building upon existing drawing / painting skills; gaining an understanding of the Cubism movement, studying the work of Picasso; reviewing and modifying work as it progresses; developing skills when working on a large scale and understanding the importance of proportion and shape; developing skills when working with paint; understanding how to mix colours using the colour wheel for guidance; analysing work of peers and self for improvement. | Creating a final piece production collage inspired by the cubism movement; demonstrating colour mixing and composition through a range of tasks linked with the work of Picasso; building on their imaginative drawing skills looking at spontaneous drawing. |

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| 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 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 | <u>Volleyball</u> <u>Badminton</u> | 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 advanced core skills (backhand flick/clear, serve variations & disguised drop shot); developing tactical use of clear and drop shots to beat opposition; accurately replicating basic set technique; demonstrating & using volleys in a game situation responding to changes; understanding | Identifying correct techniques; applying correct techniques into game situations; peer-assessing and coaching, giving clear 'what went well' and 'even better if' feedback; self-assessing performance using correct technique; 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; demonstrating basic movement patterns to meet the ball with some control; using basic techniques in a controlled situation; performing skills at a slower speed and showing intent in body preparation lacking only skill execution; showing a basic tactical awareness and reacting to opponents' shots in a small sided game; understanding why activity is good for health and fitness; demonstrating a basic knowledge of simple rules of the game and recognising errors during a game. |

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| | | <p>the basic scoring and rules of volleyball; performing and replicate the dig technique with control and accuracy in a small sided game; developing the skill of outwitting an opponent using a combination of shots; understanding the scoring system during a volleyball game; accurately replicating a serving technique; striking the ball consistently with enough height and weight to carry the net; developing strategic and tactical play during a rally; scoring & officiating a competitive game; understanding how to develop the perfect attacking strategy; analysing opponents' weaknesses & devising strategies to exploit them; understanding how to adjust shot selection to enable the outwitting of opponents; developing understanding and knowledge of basic outwitting strategies; understanding and developing the use of tactics and shot selection; refining tactics based on opponents' weaknesses; assessing & evaluating own performance and</p> | |
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| | | weaknesses; demonstrating the ability to outwit an opponent in a game situation using the appropriate skills and techniques; identifying strengths and weaknesses when playing & adapting strategies where necessary. | |
| 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 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 | 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. |
| 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 ideas; understanding the importance of having several ideas and using annotation; understanding how to join acrylic using correct adhesive; applying previously | Carrying out product analysis to aid design development; concentrating on outline 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; |

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| | | <p>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>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> | |