



**DBS Wakra
Curriculum Overview
Year 8 Term 1**

Year 8 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Speeches</u>	Students will look at the features of non-fiction writing. Students will write for various audiences and purposes such as to persuade, inform, explain and narrate. Students will analyse famous speeches and use this new knowledge to construct their own. They will also work on the delivery of their speeches looking at oration and intonation.	<p><u>Reading skills</u></p> <p>To write effective PEEE responses, students will be able to analyse themes and language and make clear inferences on the text. Students will be able to justify their interpretations and link them to context.</p> <p><u>Writing skills</u></p> <p>Write clearly, using a sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. To be able to use techniques to persuade, advice and form readers, ensuring the correct purpose, audience, format and tone for the task.</p>
How will this be assessed?	<p>1.1 Non-fiction writing: Speech</p> <p>1.2 Non-fiction writing: formal Email</p>		
Maths	<u>Factors and Powers</u>	Students will be 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.	<p>Students will be able to use divisibility rules to determine if a number is a prime, use prime decomposition to find the prime factors of any 3 digit number and use this information to find the HCF and LCM of two numbers.</p> <p>Students will be able to calculate with roots, and with integer and fractional indices. They will also have the ability estimate answers using suitable estimation and approximation and have the ability to round to an appropriate degree of accuracy.</p>

		Students will be taught to use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors. They will also learn how to simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions)	Students will be able to use and interpret algebraic manipulation and know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use 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	Explore 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. Describe aerobic respiration and how it relies on breathing to provide oxygen, and digestion to provide glucose as a reactant. Research the process of anaerobic respiration. The reactants and products of each type of respiration will be compared.	Describe structure and functions of the human skeleton, to include support, protection, movement and making blood cells. Explain the interaction between skeleton and muscles, including the measurement of force exerted by different muscles using secondary data. Identify examples of antagonistic muscles. Describe the process of aerobic and anaerobic respiration comparing the reactants and product for both reactions using word equations. Explain the situations when each type of respiration takes place. Compare anaerobic 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>	Learn when and why the population of the world suddenly began to increase rapidly and the implications this has had especially on	Explaining key points that allowed population to increase rapidly, create and interpret population pyramids, justify population control methods, describe the key characteristics of cities, compare established urban areas to new ones in

		<p>use of resources. Be able to interpret graphs and describe changes using key vocabulary. understand the uses of population pyramids and how they can be used when making future decisions and how local authority policies should be amended accordingly. Understand how our towns and cities developed, focusing on the key components of major towns and cities. Investigate and use case studies to highlight the major problems faced in urban areas such as crime, high unemployment rate and squatter settlements.</p>	<p>terms of structure, explain how local governments are combating issues faced in urban areas such as crime and housing deficiencies. Use geographical skills to create a town which both allows development and preservation of our countryside by protecting the rural urban fringe preventing urban sprawl.</p>
<p>How will this be assessed?</p>		<p>End of term exam testing the following skills:</p> <ul style="list-style-type: none"> <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 	
<p>History</p>	<p><u>When and why did monarchs lose control?</u></p>	<p>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.</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>
<p>How will this be assessed?</p>		<p>End of term exam testing skills in</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronology 	

- Knowledge
- Cause and consequence
- Using Evidence

Extended Writing - Explain why Henry VIII is seen by some historians as a monster?

Arabic

لقراءة
من رواد التعليم في قطر
قصيدة أحسن الى الناس
مكتبة قطر الوطنية
قصيدة انت وأنا
ثمرات الرياضة

الكلمة والجملة
الأفعال الصحيحة والمعنلة
أنواع الفعل الصحيح والمعتل
الألف اللينة في آخر الأسماء
علامات إعراب الأسماء الأصلية
كان وأخواتها
إن وأخواتها
الجملة الاسمية (المبتدأ والخبر)

التعبير الكتابي
كتابة سيرة غيرية
كتابة قصة
العمل التطوعي
نثر أبيات شعرية
كتابة رسالة رسمية وتصميم

التحدث
أهمية التبرع بالدم
سرد حكاية
عرض تقديمي أهمية التعاون
الاستماع
خدمات عامة
الوقت

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 تعلم مفردات جديدة .

3 استنتاج الفكرة الرئيسية وكل الأفكار الفرعية ، وإبداء الرأي فيها كما يقوم بتلخيص الدرس. إجابة الأسئلة المباشرة و غير المباشرة.

4 الإلمام بمعظم قواعد الصف الثامن تمثيلاً واستخراجاً وإعراباً (الأفعال المتصرفة و الأفعال الجامدة، حالات إعراب الفعل المضارع، الميزان الصرفي، الطباق و المقابلة و التشبيه)

5 كتابة الهزمة 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 سدره و دوره و دوره في مجال البحوث الطبية و العلمية.

سرد حكاية بلغة فصحي و تقمص أدوار الشخصيات من خلال حوار تمثيلي

التعبير بطلاقة و 7 -1 . التحدث بالفصحي

العمل على مستويات لمراعاة الفروق الفردية تظهر أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس بدقة ؛ تدريب الأقران بشكل فعال – تحمل المسؤولية

How will this be assessed?

التطبيقات الكاملة التي تحتوي على جميع – المهارات (القراءة والفهم – الكتابة- القواعد الإملاء الاختبارات الفصلية التي تحتوي على جميع – المهارات (القراءة والفهم – الكتابة- القواعد الإملاء)

بجانب الاختبارات الشفوية التي تقيس قدرة الطالب على الاستماع الجيد والتحدث باللغة العربية الفصحى

MFL	<u>La comida; La salud</u>	<p>La comida Learning about food, dishes, ordering in a restaurant and expressing opinions about preferences.</p> <p>La salud 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>Cubism</u>	Building upon existing drawing & painting skills; understanding the Cubism movement; studying the work of Picasso; reviewing and modify 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	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.

		colour wheel for guidance; analysing work of peers and self for improvement.	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework, project final grading.	
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. Students will follow individual workouts to further improve their HRF.	Working at maximal levels while showing good technique and determination/resilience; timing/measuring accurately; peer coaching effectively. Students would show an improvement from their baseline scores and understand how they have improved.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on the CAD.	
ICT	Y8 Python Programming (Week 1 – Week 13) Context: - What is Python? - What is sequencing, selection and iteration? - What are the key data types string, float, integer and boolean? - What is a variable? - What are the arithmetic and relational operators?	Y8 Python Programming (Week 1 – Week 13) Students will learn how to program using Python (Thonny). They will be introduced to the key constructs of programming (Sequencing, Selection and Iteration) and will be familiar with the key data types (String, Integer, Float and Boolean).	Y8 Python Programming (Week 1 – Week 13) Students will be able to create fully functional programs in python using the constructs that they have learnt in lesson. Students will also complete a booklet over the term and then complete a practical assessment in the final week.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	

Design Technology	<u>Design and make a fully functional clock using advanced plastic forming processes.</u>	<p>Be able to apply creative techniques to provide original ideas. Understand the importance of having several ideas and using annotation. Understand how to join acrylic using correct adhesive. Apply previously learnt techniques to produce a high quality finish</p> <p>Be able to work from a final drawing to manufacture a product. Understand how to apply thermoforming techniques to enhance the product.</p> <p>Understand how to assemble a clock mechanism.</p> <p>Apply problem solving decisions to improve design</p>	<p>Theory</p> <p>Product analysis carried out to aid design development</p> <p>Pupils concentrate on outline designs only – avoid internal features - except for holes. Suitable ideas will be annotated.</p> <p>To create a plan of manufacture that demonstrates understanding of tools and materials used.</p> <p>Practical</p> <p>Acrylic pieces are adhered to accurately using suitable adhesive.</p> <p>Thermoforming process is carried out safely and accurately following workshop rules.</p> <p>Independently cutting and shaping acrylic depending on the pupil's own design.</p> <p>Pupils assemble a functional clock mechanism to their designs.</p> <p>Use of various feedback techniques to modify and make design improvements</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	