



KS3 - Years 7, 8 & 9 Curriculum Guide

www.oryxschool.qa

Respect | Integrity | Excellence | Compassion | Responsibility



Welcome to Oryx International School

Welcome to Oryx International School, at Oryx we believe the first step in your child's education is the most important one. We pride ourselves on providing a unique, learning-enriched environment accompanied by high-quality and experienced teaching staff.

We believe that every child is unique and special, and it is our job to provide them with the appropriate attention, care, support and encouragement required to bring

out his or her own talents and strengths. We lay down the foundation for children's success to move from one key stage to another to achieve both academically and personally throughout life.

Oryx International School is owned by Qatar Airways and managed by Orbital Education and is exclusively for the children of employees of Qatar Airways.



Orbital Education

Orbital Education, which is based in the UK, owns and operates a growing group of international schools across the globe that cater for students between the ages of 3 and 18 years.

They specialise in delivering the English National Curriculum, enhanced to meet the needs of an internationally diverse student population.

Our school values

Respect | Integrity | Excellence | Compassion | Responsibility

What we do

Our mission

Our mission at Oryx is to deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK teachers.

Our vision

Our vision is to ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.

Code of Conduct

All members of our school community are valued and should value others.

Be respectful

- in speech and conduct
- by showing respect for others
- by being attentive
- by speaking when it is your turn to do so
- by respecting school equipment and that of your classmates
- by speaking in the language of the class

Be prepared

- by wearing the school uniform correctly
- by being on time
- by being organised
- by having all the correct equipment
- by being ready to work

Be hard-working

- by following instructions
- by starting work quickly
- by being focused on the learning activity
- by completing homework

Be responsible

- by taking pride in your work
- by caring for your surroundings
- by moving around the school calmly
- by observing all safety practices
- by using all equipment carefully

Certain forms of behaviour will not be tolerated under any circumstances:

- Bullying and malicious teasing
- Cyberbullying
- Physical or verbal abuse
- Persistent lying to a member of staff
- Stealing
- Vandalism
- Cheating in an exam
- Insolence towards any member of staff

PLEASE NOTE

Mobile phones are not allowed to be used during the school day, whilst on site, on a school trip or at an official school event. Secondary students can only use their mobile phones with their teacher's permission. Collection at the end of the school day can be expedited by using mobile phones.

Chewing gum, all nuts and sunflower seeds and carbonated soft drinks are not allowed in school.

We have a very clear set of procedures for dealing with any breach of conduct at school and whilst we endeavour to support and reinforce positive behaviour, students will be accountable for their own actions and should expect consequences for any unacceptable behaviour as per our Rewards and Sanctions Policy.

Reporting incidents

Students have a responsibility to report incidents of bullying, stealing and vandalism to a member of staff because these things are very damaging. Covering up for others will do much more harm than good. Please speak to your children about this.

Secondary school structure

Key Stage	Year group	Curriculum	Exams
Key Stage 3	Year 7	UK National Curriculum plus regulatory requirements of the MOE&HE, Qatar	Termly school exams
	Year 8	UK National Curriculum plus regulatory requirements of the MOE&HE, Qatar	Termly school exams
	Year 9	UK National Curriculum plus regulatory requirements of the MOE&HE, Qatar	Termly school exams
Key Stage 4	Year 10	First year of I/GCSE courses with Edexcel Pearson Examination Board	Termly exams and GL Assessments
	Year 11	Second year of I/GCSE courses with Edexcel Pearson Examination Board	<ul style="list-style-type: none"> • Mock exams in November/ December and March • Most external exams in May/June
Key Stage 5	Year 12	First year of A Level and BTEC Courses Edexcel Pearson Examination Board	<ul style="list-style-type: none"> • Mock exams in Nov/ Dec. • Most external exams in May/June
	Year 13	Second year of A Level and BTEC Courses Edexcel Pearson Examination Board	<ul style="list-style-type: none"> • Mock exams in Nov/Dec. • Most external exams in Jan & May/ June.

School routine

06:50 07:15	School gates / doors open School gates / doors
07:15 - 07:30	close School starts - Registration taken and Form
07:30 08:25	time Lesson 1 Lesson 2
09:20	Break
09:35	Lesson 3
10:30	Lesson 4
11:25	Lunch
12:10	Lesson 5
13:05	Lesson 6
14:00	School gates / doors open
14:15	School gates / doors close for 14:00 pick up
14:15	End of academic school day
14:10	ASAs begin (Including External ASAs)
15:00	ASAs end - Students must be collected on time

Registration and Form Time

Each Form Class will meet for 10 minutes beginning of each school day. This will allow Tutors to: Register students attendance and punctuality, follow up referrals from teachers (positive and negative), check on the wellbeing of students, announce any forthcoming school events or activities, and send any occasional letters or forms to parents.

Assemblies & trips, Parent portal, School policies

Assemblies form an important part of the pastoral programme.

Assemblies

Assemblies form an important part of the pastoral programme in our Secondary School. Year Group assemblies and whole school Secondary assemblies will

takeplace on a regular rotation during PSHE lessons.

Form Tutors and SLT will be responsible for providing a programme of assemblies.

Field trips and outings

School trips are considered important to your child's learning, all visits are encouraged as they are associated with schoolwork and projects. Parents will be required to give permission for all outings and will be asked to cover the cost of arranged trips, including transport and entrance fees, we will try to keep costs to a minimum. All trips are risk assessed in advance and signed off by the Executive Principal.

Parents will be provided with a Transportation Agreement Policy via a link at the beginning of the academic year, which needs to be completed as per the email instructions.

A Trip Permission Form will be sent out for each trip, which needs to be completed and returned to the Class Teacher or Form Tutor.

Parent Portal

Our Parent Portal will give you access to relevant school information, most importantly your child's School Report as well as the School Calendar and essential school documents and forms.

To create an account, our technical team will send you an email with the link to the parent portal

<https://parentsoryx.orbitaled.com/>

and your personal registration details which will include your registration number and password with a step-by-step process to follow.

Once you have set up your account please check under 'COMMUNICATION --> MY CONTACT INFORMATION' to update your contact details, this will ensure that the school has your current information. If you have any difficulties with setting up your account, you can contact IT on +974 4036 0088 for assistance.

School Policies

Our main school policies can be found on our website: <https://oryxschool.qa/school-life/school-policies-reports>, other policies will be made available through the Parent Portal.

Policies on our website include:

- Admissions
- Anti-bribery & Corruption
- Anti-bullying
- BYOD (Bring your own device to school)
- Child Protection and Safeguarding
- Concerns and Complaints
- Curriculum
- EAL (English as an Additional Language)
- Equal Opportunities
- Fee Schedule and Regulation Agreement
- First Aid
- Global Citizenship, Internationalism and Intra-culturalism
- Health and Safety
- Online Safety
- Parent Code of Conduct
- Peer on Peer Abuse
- Rewards and Sanctions - Primary
- Rewards and Sanctions - Secondary
- SEND
- Staff Behaviour - Code of Conduct
- Student Attendance
- Withdrawal Form

School information



DID YOU KNOW?

An attendance level of 90% means your child is missing 1 day of learning every two weeks ...

Homework

Homework forms an integral part of your child's education. We constantly review our procedures for homework in light of most effective practice and new arrangements for the curriculum in KS3. As an initial guide, we recommend the following advice to parents:

KS3: Students receive homework regularly each week from core subjects (English, Maths and Science). Other subjects may vary the regularity of homework and set longer time frames for projects and research topics etc. In general, each homework task should last no longer than 30 minutes. Where specific homework tasks have not been set, students are encouraged to revise notes, research, continue with further reading and preparation of the topics in class.

A Homework timetable will help students and parents to organise homework schedules. This is included in the Student Planner.

Homework should be seen as additional study at home to complement the work done in school time. It should not be excessive and students should not become stressed over this. Students are, however, expected to hand in homework on time and completed to the best of their ability. Students should record the due date for each piece of homework in their pupil planner.

Flipped learning: sometimes the teacher will ask students to prepare work at home to be discussed later in class. This allows for more time in class to help and support each pupil's learning and progress.

Enrichment opportunities

Enrichment activities are currently not taking place in Qatar. When enrichment activities are back up and running, we provide a range of optional activities and clubs to help our students develop various skills and pursue interests. We also provide a number of visits and trips which are complemented by a programme of visiting speakers from the community. We expect our students to take advantage of these opportunities and to contribute to the wider life of the school through in-school events, charity events and other organised activities. All students have the opportunity to sign up for one After School Activity per week. Some optional activities require an additional payment as they are provided by outside agencies.

Student leaders

We Believe in giving students the opportunity to take responsibility for certain aspects of school life and to experience leadership. Each form class elects two representatives for the Student Council which meets regularly to discuss student issues and to contribute to the wider life of the school community. These posts will rotate each term.

In addition, various monitor posts and buddy positions will be available for students in their areas of particular interest (eg library etc).

Concerns

If you have any concerns regarding the welfare of your child, you should contact your child's **Head of Year** in the first instance to raise the matter. Thereafter, the **Assistant Principal - Head of Secondary** will be able to meet with you to discuss any specific ongoing concerns.

The school operates an Anti-Bullying Policy (including Cyber-Bullying) and we encourage students, parents and staff to discuss concerns openly towards a satisfactory conclusion. In all cases of wrong-doing we aim to change attitudes and behaviour to more acceptable levels and where necessary implement appropriate sanctions.

If you have a concern regarding a member of staff, or a particularly sensitive issue, please contact Mr. Laidlaw, Executive Principal, directly.

Attendance

Attendance at school and at every timetabled lesson or activity is compulsory. If you wish your child to leave school during the school day or to miss any scheduled school day, please contact the school office in writing in advance. Requests to miss school will be treated on an individual basis and generally cannot be supported unless in extraneous circumstances.

We understand that sometimes children get ill and are unable to attend school, however, we expect a minimum of 95% - 97% attendance.

Subject information Timetable



Year 7 Curriculum

The curriculum in Year 7 is based on the National Curriculum of England and Wales supplemented by elements of the Qatar Curriculum as required by the MoEHE.

Subject	Lessons per fortnight	Curriculum
English	8	National Curriculum core
Mathematics	8	National Curriculum core
Science	8	National Curriculum core
Computer Science	2	National Curriculum
Art	2	National Curriculum
French	2	National Curriculum
Spanish	2	National Curriculum
Design Technology	2	National Curriculum
Geography	3	National Curriculum
History	3	National Curriculum
Physical Education	2	National Curriculum
PSHE	2	National Curriculum
Islamic Studies* or Performing Arts QNV (Qatar National Vision Project)	4 (2) (2)	Qatar Curriculum (MOE&HE) Complementary studies
Arabic* or English Reading Physical Education Enrichment programme	8 (2) (2) (4)	Qatar Curriculum (MOE&HE) National Curriculum Complementary studies
Qatar History and Culture Music Drama	2 (1) (1)	Qatar Curriculum (MOE&HE) 23 National Curriculum compulsory

*Arabic first language students only

Year 8 Curriculum

The curriculum in Year 8 is based on the National Curriculum of England and Wales supplemented by elements of the Qatar Curriculum as required by the MoEHE.

Subject	Lessons per fortnight	Curriculum
English	8	National Curriculum core
Mathematics	8	National Curriculum core
Science	8	National Curriculum core
Computer Science	2	National Curriculum
Art	2	National Curriculum
French	2	National Curriculum
Spanish	2	National Curriculum
Design Technology	2	National Curriculum
Geography	3	National Curriculum
History	3	National Curriculum
Physical Education	2	National Curriculum
PSHE	2	National Curriculum
Islamic Studies* or	4	Qatar Curriculum (MOE&HE)
Performing Arts	(2)	Complementary studies
QNV (Qatar National Vision Project)	(2)	
	(2)	
Arabic* or	8	Qatar Curriculum (MOE&HE)
English Reading	(2)	National Curriculum
Physical Education	(2)	Complementary studies
Enrichment programme	(4)	
Qatar History and Culture	2	Qatar Curriculum (MOE&HE)
Music	(1)	23 National Curriculum compulsory
Drama	(1)	

*Arabic first language students only

Year 9 Curriculum

The curriculum in Year 9 is based on the National Curriculum of England and Wales supplemented by elements of the Qatar Curriculum as required by the MoEHE.

Subject	Lessons per fortnight	Curriculum
English	10	National Curriculum core
Mathematics	8	National Curriculum core
Science	8	National Curriculum core
Computer Science	2	National Curriculum
Art	2	National Curriculum
Design Technology	2	National Curriculum
Geography	3	National Curriculum
History	3	National Curriculum
French or Spanish	4	National Curriculum
Physical Education	2	National Curriculum
Music	2	National Curriculum
Drama	2	National Curriculum
PSHE	2	National Curriculum
Islamic Studies* or QNV (Qatar National Vision Project) Enrichment programme	4 (2) (2)	Qatar Curriculum (MOE&HE) Complementary studies
Arabic* or Physical Education Enrichment English Reading	8 (2) (4) (2)	Qatar Curriculum (MOE&HE) National Curriculum Complementary studies Complementary studies
Qatar History and Culture	2	Qatar Curriculum (MOE&HE) 23 National Curriculum compulsory

*Arabic first language students only

Ministry of Education and Higher Education, Qatar (MOE&HE)

*As an International school in Qatar we are obliged to offer an approved programme of lessons from the Qatar Curriculum as follows:

Subject	Lessons per fortnight	followed by
Islamic studies	4	All Muslim / Islamic students
Arabic language	8	All Arabic speaking students
Qatari History & Culture	28	All students

- Non- Arabic speaking students and non-Muslim students are not required to follow Arabic or Islamic Studies. Instead they will follow a programme of Complementary studies, which will include a lesson of Arabic for non-Arabic speakers.
- All students will follow 1 lesson per week of the History & Culture of Qatar.

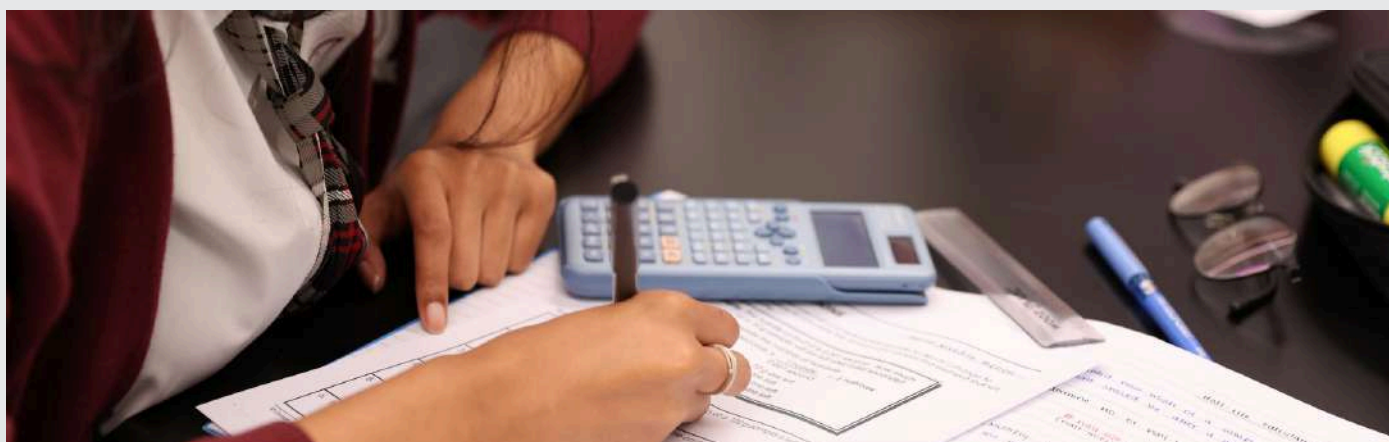
Subject information Year 7



Year 7 Curriculum guide

English

Term 1 Private Peaceful <ul style="list-style-type: none"> Context of early 20th Century Britain WWI History (causes, effects, propaganda, soldiers) Types of Narration Reading Comprehension (recall, inferences) Identifying Contextual Links Character Study Language Analysis SPAG Development Vocabulary Acquisition Analytical Writing Creative Writing 	Term 1 Creative Writing/Short Story Writing <ul style="list-style-type: none"> Narrative Arc Types of Narration Genres of Creative Writing Sensory Language Figurative Language Descriptive Settings Characterisation Creating Suspense SPAG Development 	Term 1 Poetry <ul style="list-style-type: none"> Types of Poetry Conventions of Poetry Poetic Techniques Language & Structure Analysis Analysing Unseen Poetry Analytical Writing SPAG Development
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Mathematics

Half Term 1 Module title: <ul style="list-style-type: none"> Unit 1 - Data Unit 2 - Number 	Half Term 2 Module title: <ul style="list-style-type: none"> Unit 3 - Algebra Unit 4 - Number. 	Half Term 3 Module title: <ul style="list-style-type: none"> Unit 5 - Shape Unit 6 - Number
Half Term 4 Module title: <ul style="list-style-type: none"> Unit 7 - Number Unit 8 - Shape 	Half Term 5 Module title: <ul style="list-style-type: none"> Unit 9 - Algebra Unit 10 - Shape 	Half Term 6 Module title: <ul style="list-style-type: none"> Unit 11 - Data

Year 7

Curriculum guide

Science - Pearson Exploring Science 7

Half Term 1 How Science Works: Asking scientific questions and planning investigations	Half Term 2 Biology: Cells, Structures and Functions of Body Systems	Half Term 3 Biology: Cells, Structures and Functions of Body Systems
Half Term 4 Physics: Forces and Space	Half Term 5 Biology: Plastics, Sustainability and Recycling	Half Term 6 Chemistry: The Earth Project Learning

Computer Science

Half Term 1 App Creation Learning to Develop Mobile APPS on AppLab <ul style="list-style-type: none"> • Decomposition • Event Driven Programming • Error Detection, App Research & Planning • User Input 	Half Term 3 Finalizing and evaluating App-Lab Game Development <ul style="list-style-type: none"> • Decomposition • Creative Design • Event Driven Programming • App Development • App Evaluation 	Half Term 3 Programming in Scratch Part I: Introduction to Programming Concepts <ul style="list-style-type: none"> • Introduction to Programming & Sequencing • Sequence & Variables • Selection • Operators • Problem-Solving
Half Term 4 2a Programming in Scratch Part II: Translation Quiz for MFL Department <ul style="list-style-type: none"> • Subroutines • Condition-controlled Iteration • Loops • Lists • Programming Project 	Half Term 5 Python Programming: Build a Guessing Game <ul style="list-style-type: none"> • Introduction to Python Programming • Assignment Statements • Selection • Nested Selection 	Half Term 6 Python Programming part 2: Build a Calculator & Testing programs <ul style="list-style-type: none"> • Programming • Assignment Statements • Selection • Iteration • Types of Testing • Test Plans • Program Testing

Year 7

Curriculum guide

Art & Design

Term 1

Elements of Art

At the start of Year 7, students will complete a series of short art tasks to strengthen their drawing, shading, and creative thinking skills. They will then begin the topic "Elements of Art," where they will study the seven building blocks of art: line, shape, colour, texture, value, form, and space. Students will learn how these elements work together to create successful artworks, while also experimenting with how artists use them in different ways. To showcase their learning, they will design and create an abstract piece of artwork that applies the elements in a creative and personal way.

Key Skills:

- Developing drawing, shading, and creativity
- Understanding and applying the seven elements of art
- Exploring how artists use the elements in different contexts
- Building confidence in abstract and experimental design
- Producing an original abstract artwork

Term 2 -3

Zentangle

Across Terms 2 and 3, students will be introduced to the relaxing and creative art form of Zentangle. They will explore how to combine line, shape, pattern, and colour in unique and visually interesting ways. Students will first produce a black-and-white Zentangle design of the first initial of their name, followed by a coloured Zentangle artwork of their second initial. Finally, they will choose a subject matter of their own to reinterpret in the Zentangle style, allowing for individuality and self-expression. This extended project develops precision, control, and creativity while encouraging students to take ownership of their ideas

Key Skills:

- Applying line, shape, pattern, and colour in design
- Understanding Zentangle principles and techniques
- Practicing control, patience, and fine detail
- Exploring both monochrome and coloured designs
- Developing creativity through personal choice of subject matter
- Producing a series of finished artworks with independence

Year 7

Curriculum guide

Design Technology

Term 1

Core Graphic Skills

1. During this unit students will be learning to develop basic design communication skills including sketching, drawing controlled lines, 3D sketching and annotation.

Pop-Up Book (Mechanisms)

1. Students will then design and make a prototype pop-up book.
2. The book is aimed at children, and must contain a creative, eye-catching and interesting design to capture their imaginations.
3. It will contain a range of card mechanisms such as rotary, v-fold, internal stand, mouth and slide.
4. The project allows students to learn to develop their design communication skills and understand basic graphic principles.

Term 2

Pewter Cast Keyring

1. In this project students will design and make a pewter cast piece of jewellery to a given theme.
2. In this unit students will research and develop a brief, develop a specification and from this generate ideas for designs.
3. Using CAD software students model and test their designs, and produce a mould before casting and finishing their designed product.

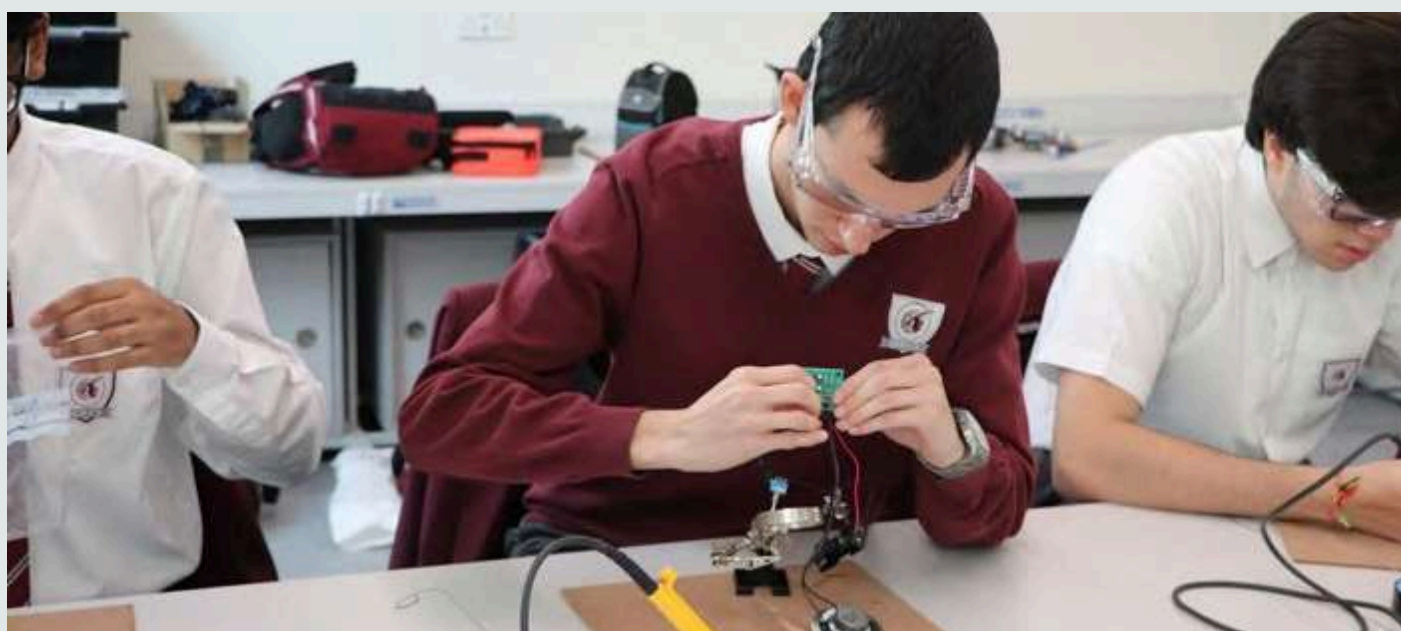
Mini Light Keyring

1. The LED key ring lights are designed as an introduction for students to design and make a product using basic electronics.
2. Students start by investigating the need for security and the problems of using locks in the dark.
3. They can then complete the design process of a mini-light, which can be attached to a key ring.

Term 3

Block Bots

1. In this project students will create a small wooden character, with moveable arms and legs, that can be personalised.
2. Students will learn how to work safely in the workshop, how to select and identify tools and equipment by using the correct name and how to use basic hand tools and machinery to shape materials.
3. Students will be developing their knowledge and understanding of wood (soft, hard, manufactured board, processing, types, defects, sustainable forests and joining techniques).



Year 7

Curriculum guide

Drama

Half Term 1

Characterisation

Students explore how to create believable characters using facial expressions, voice, body language and movement.

Key skills:

- Characterisation focus
- Explore status and relationships.
- Build empathy through role-play.
- Teamwork
- Communication
- Building confidence

Half Term 2

Introduction to Drama Techniques

Introduction to foundational drama techniques and their expressive potential.

Key Skills:

- Understand and apply key techniques.
- Use techniques to communicate meaning.
- Collaborate in performance.
- Still image
- Mime
- Soliloquy
- Monologue Physical Theatre

Half Term 3

Storytelling Theatre

Students use narrative structure and theatrical conventions to tell stories.

Key skills:

- Structure a story for performance.
- Use narration and movement.
- Develop ensemble timing.
- Characterisation
- Narration
- Still image
- Physical Theatre
- Use of music
- Use of Props

Half Term 4

Natural Disasters

Explore emotion, tension, and atmosphere through thematic drama.

Key Skills:

- Create mood and empathy.
- Use sound and movement.
- Build tension collaboratively.
- Soundscape
- Slow motion
- Physical Theatre
- Proxemics

Half Term 5

Gimm Tales

Adapt folk tales using stylised performance and exaggerated characters.

Key skills:

- Understand genre and style.
- Use exaggeration
- Develop ensemble storytelling.
- Stylised movement
- Exaggerated gesture
- Vocal projection

Half Term 6

Devising

Create original drama from a stimulus with emphasis on collaboration and reflection.

Key Skills:

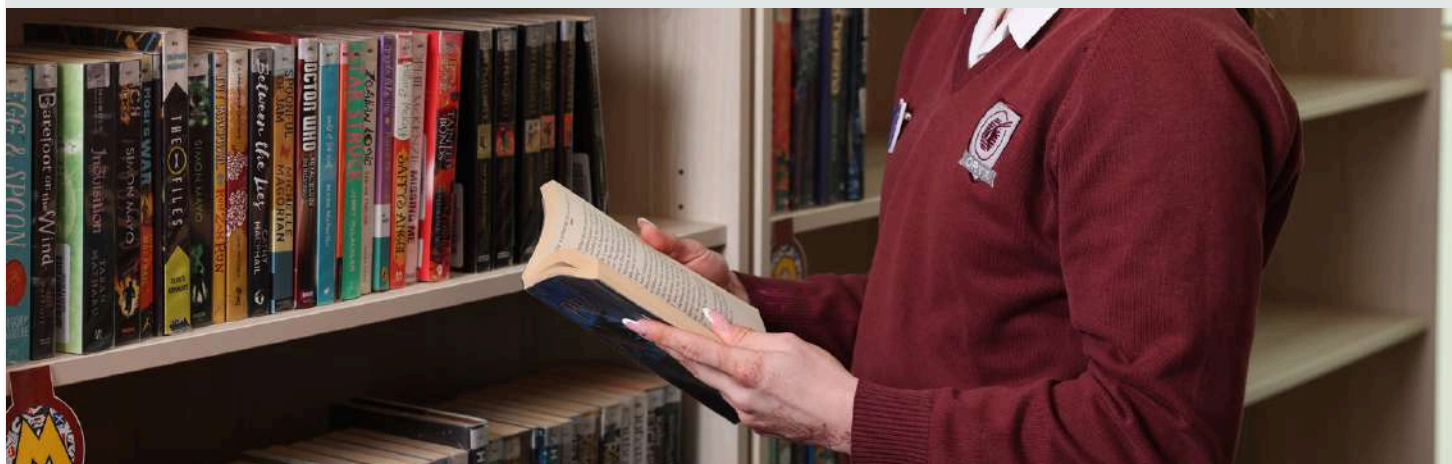
- Develop ideas from a stimulus.
- Collaborate and rehearse.
- Reflect and refine work.
- Devising
- Characterisation
- Drama techniques
- Rehearsal techniques
- Audience communication



Year 7 Curriculum guide

French - Accès Studio & Studio 1

<p>Term 1 La rentrée</p> <p>Discussing coming back to school</p> <p>1. Unit 1- As-tu des frères et sœurs? Talking about brothers, sisters and age Using the verb avoir</p> <p>2. Unit 2- Voici ma salle de classe! Describing a classroom Using the indefinite and definite articles</p> <p>3. Unit 3- Tu aimes ça? Talking about likes and dislikes Using the verb aimer + the definite article</p> <p>4. Unit 4- Tu es comment? Describing yourself and others Using adjective agreement</p> <p>5. Unit 5- Qu'est-ce que tu fais? Saying what you do Understanding infinitives and regular -er verbs</p> <p>6. Unit 6- Mon interview par vidéo! Creating a video interview about yourself Giving dates in French</p> <p>7. Assessment preparation and revision Recap of key grammar: present tense of avoir, etre, aimer + definite article, adjectives agreement</p> <p>8. End-of-unit assessment</p>	<p>Term 2 En classe</p> <p>Studying what happens in school</p> <p>1. Unit 1- Qu'est-ce que tu penses de tes matières? Saying what you think of your school subjects and why Talking about likes and dislikes using -er verbs</p> <p>2. Unit 2- Qu'est-ce que tu portes? Talking about what you wear to school Using adjectives after nouns</p> <p>3. Unit 3- Ta journée scolaire est comment? Talking about your school day Using new -er verbs</p> <p>4. Unit 4- C'est comment, un collège français? Learning about a typical French school Reading and listening for gist</p> <p>5. Unit 5- Un collège super cool! Saying what there is / isn't, using il y a ... and il n'y a pas de ... Agreeing and disagreeing</p> <p>6. Assessment preparation and revision Recap of key grammar: present tense of regular -er verbs, opinions, adjectives agreement and position</p> <p>7. End-of-unit assessment</p>	<p>Term 3 Mon temps libre</p> <p>Talking about leisure activities</p> <p>1. Unit 1- Tu es sportif/sportive? Talking about which sports you play Using jouer à</p> <p>2. Unit 2- Qu'est-ce que tu fais? Talking about activities you do Using the verb faire</p> <p>3. Unit 3- Le sport dans les pays francophones Discovering sport in French speaking countries Using cognates and context</p> <p>4. Unit 4- Tu aimes faire ça? Talking about what you like doing Using aimer + the infinitive</p> <p>5. Unit 5- Questions, questions, questions! Creating an interview with a celebrity Forming and answering questions</p> <p>6. Assessment preparation and revision Recap of key grammar: present tense of jouer a, faire, aimer + infinitive, question words.</p> <p>7. End-of-unit assessment</p>
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Year 7 Curriculum guide

French - Accès Studio & Studio 1

<p>Term 4 Brief overview</p> <ol style="list-style-type: none"> 1. Revisiting key vocabulary and grammar of Modules 1- 3 2. Using the present of common verbs (avoir, être, regular -er verbs) 3. Expressing opinions using aimer/détester + infinitive 4. Adjective agreement 5. Question words 6. 'Jouer à' and faire in the present tense 7. Extended writing and translation practice 8. End of units 1, 2 and 3, including reading, listening and writing assessments 	<p>Term 5 Ma vie de famille</p> <p>Talking about family life</p> <ol style="list-style-type: none"> 1. Unit 1- 1 Décris-moi ta famille Describing your family Using the possessive adjectives 'my' and 'your' 2. Unit 2- Où habites-tu? Describing where you live Using the nous form of -er verbs 3. Unit 3- Qu'est-ce que tu manges au petit déjeuner? Talking about breakfast Using the partitive article (du / de la / de l' / des) 4. Unit 4- On fait la fête! Listening and Reading Skills Learning about Bastille Day Using the glossary 5. Unit 5- Une drôle de famille Creating a cartoon family Substituting words to make texts your own 6. Assessment preparation and revision Recap of key grammar: possessive adjectives, partitive articles, nous form of verbs 7. End-of-unit assessment 	<p>Term 6 En ville</p> <p>Discussing where you live</p> <ol style="list-style-type: none"> 1. Unit 1- Où vas-tu le weekend? Saying where you go at the weekend Using the verb aller (to go) 2. Unit 2- Tu veux aller au café? Inviting someone out Using the verb vouloir (to want) 3. Unit 3- Vous désirez? Ordering drinks and snacks in a café Using the tu and vous forms of the verb 4. Unit 4- Qu'est-ce que tu vas faire? Saying what you are going to do Using the near future tense (aller + infinitive) 5. Unit - 5 Je vais visiter Paris! Talking about plans for a special weekend Using two tenses together 6. Assessment preparation and revision Recap of key grammar: irregular verbs in the present tense (aller, vouloir, tu and vous forms of verbs, immediate future (aller + infinitive) 7. End-of-unit assessment
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Year 7 Curriculum guide

Geography

<p>Half Term 1 Geography Skills:</p> <p>Skills: locating major world physical geog features, OS maps – grid references /contours/relief/ scale. This will run into Half Term 1.</p>	<p>Half Term 2 Natural Hazards</p> <ol style="list-style-type: none"> 1. Structure of earth, Plate boundaries, Plate movements and associated features, earthquakes, volcanoes 2. Skills: latitude and longitude, interpreting photos, graphical skills. This will be included into Half Term 3. 	<p>Half Term 3 Resource issues:</p> <ol style="list-style-type: none"> 1. Energy; renewable/non-renewable, fracking, climate change; Blood diamonds, sustainability; waste management 2. Skills: graphical skills
<p>Half Term 4 Rivers:</p> <ol style="list-style-type: none"> 1. Processes, features, flooding and flood management 2. Skills: annotating photographs, field sketching, choropleth maps of flooding, hydrographs) 	<p>Half Term 5 Fieldwork</p> <p>Students will research a geographical topic and collect data, writing up their fieldwork investigation</p>	<p>Half Term 6 Preparation for EoY examination:</p>



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History

Term 1

Historical Skills, using historical evidence and source investigation. Investigation and analysis of the African Kingdoms.

Term 2

Investigation, analysis and comparison of the Ancient Rome Vs Ancient China

Term 3

Castles project and significance.



Year 7 Music Curriculum guide

Term 1

Focus: Ukulele

Students will be introduced to the ukulele and will begin to develop the essential skills needed to play the instrument. They will gradually build their confidence through practical activities and group performances.

What students will be learning:

- Identifying the parts of the ukulele and learning how to hold it correctly.
- Developing strumming techniques to create a steady rhythm.
- Playing chords to simple songs.
- Understanding the concept of pulse and rhythm while strumming.
- Learning how to read and follow basic chord charts.
- Performing as part of an ensemble, listening carefully to keep in time with others.
-

Key skills developed through ukulele study:

- Instrument technique: Correct posture, strumming, and chord playing.
- Rhythmic awareness: Keeping a steady beat and playing in time.
- Listening and teamwork: Playing with others and contributing to group music-making.
- Musical literacy: Recognising chord symbols and diagrams.
- Confidence and creativity: Playing complete songs and sharing performances.

Assessment:

Students will be assessed through:

- Practical performance of simple songs chords and steady strumming.
- Their ability to keep in time with a group and follow chord charts accurately.
- Participation, focus, and contribution during rehearsals and ensemble activities.



Year 7 Music Curriculum guide

Term 2

Focus: Music theory

We will use the term during Ramadan to recap topics including, The Blues and African Drumming. Students will also revise music notation. Following this students will introduce ledger lines, bass clef and Grand Staff.

Key skills:

Knowledge on the history and cultural significance of various musical genres, reading musical notation.

Assessment: Instrument technique: Correct posture, strumming, and chord playing

- Revision
- Quiz
- Musical notation

Term 3

Focus: African drumming

Students are taught the history and cultural significance of African drumming (linking to the Blues Music taught). We learn to perform on the Djembe using pieces based on authentic African rhythms and performance practice. Students learn to read drum notation and perform with correct technique (bass, tone, slap and flam) as a class and in small ensembles. Students are also given the opportunity to add rhythmic improvisation to their work.

Key skills:

Djembe performance, rhythmic accuracy, ensemble performance, following direction during performance and reading rhythmic notation

Assessment: Instrument technique: Correct posture, strumming, and chord playing

- Individual & ensemble performance
- African drumming
- Background quiz
- Rhythmic improvisation



Year 7 Curriculum guide

Qatar History - Ministry Curriculum

Half Term 1 Qatar National vision – what is means to be the future of Qatar. 1. Ideal world 2. Meaning of the National Anthem Symbolism of the Qatar Flag	HalfTerm 2 Ancient History 1. What is civilisation? 2. Looking at ancient civilisations and their connection to the Arabian Gulf including – Stone ages, Bronze ages, Kassite's, Greek, Roman, Hellenistic and Sasanian. 3. Evidence from the civilisation (archaeological sites) 4. Trade routes and key cities	Half Term 3 Ancient civilisations in the Arabian Gulf 1. Delmon civilisation, Majan civilisation and Majan civilisation 2. Cultural importance What did Arabia look like before the Prophet?
Half Term 4 Arabian Gulf region in the Islamic Age 1. Spread of Islam in the Arabian Gulf 2. The role of Muhammad pbuh 3. Arab-Islamic culture 4. Factors affecting the spread of Islam The role of Qatar in preserving Arab-Islamic culture	Half Term 5 The concept of culture, its resources and the factors affecting Arab-Islamic culture formation 1. Importance of culture in the revival of a nation 2. of a nation 3. How does a nation acquire culture? The factors affecting the development of Arab-Islamic culture (Religion, language, customs and traditions)	Half Term 6 Role of Qatar in Maintaining the Arab Islamic Culture 2. Different ministry's aims and Purpose of the ministries achievements 3. Events in Qatar that promote Arab-Islamic culture

Spanish - ¡Viva! Libro 1 (all groups)

Half Term 1 Module 2: Mi tiempo libre 1. Phonics. 2. Saying what you like to do; giving opinions using me gusta + infinitive (pp. 30-31). 3. Saying what you do in your free time; Using –ar verbs in the present tense (pp. 32-33). 4. Talking about the weather; Using cuando (when) (pp. 34-35). 5. Saying what sports you do; Using hacer (to do) and jugar (to play) (pp. 36-37).	Half Term 2 Module 3: Mi insti 1. Phonics. 2. Saying what subjects you study; Using –ar verbs to say what "we" do (pp. 54-55). 3. Giving opinions about school subjects; Using me gusta(n) + el/la/los/las (pp. 56-57). 4. Describing your school; Using the correct words for "a," "some," and "the" (pp. 58-59). 5. EXTRA: Talking about break time; Using –er and –ir verbs (pp. 60-61). 6. EXTRA: Understanding details about schools; Using prediction as a listening strategy (pp. 62-63).	Half Term 3 Module 4: Mi familia y mis amigos 1. Phonics. 2. Describing your family; Using possessive adjectives (pp. 76-77). 3. Describing your hair and eyes colour; Using the verbs ser and tener (pp. 78-79). 4. Saying what other people look like; Using verbs in the third person (pp. 80-81). 5. Describing where you live; Using the verb estar (pp. 82-83).
Half Term 4 Module 2, 3 & 4 Revision 1. Assessment preparation. 2. Speaking Assessment. 3. Assessment feedback.	Half Term 4 Module 5: Mi ciudad 1. Describing your town or village. 2. Using "a," "some," and "many" in Spanish. 3. Telling the time. 4. Using the verb ir (to go). 5. Ordering in a café. 6. Using the verb querer (to want). 7. Saying what you are going to do at the weekend. 8. Using the near future tense.	Half Term 4 Preparation for Y8 Modules 1, 2 & 3 Revision 1. Assessment preparation. 2. Speaking Assessment. 3. Assessment feedback.

Year 7 Curriculum guide

Arabic - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
<p>يتعرف بالخطابة والقوانين والأنظمة</p> <p>يقرأ الطالب نص النبوة حياة طليحة ويشرحه ويقيم مبادئه من 17</p> <p>يعبر بين الليل والنهار والفصل الدراسي من 24 مع إعطاء أسئلة لكل منهما</p> <p>يتعرف قصة بدارية الزبانية من 27</p> <p>يخطب أبيات من قصيدة رسالة إلى سائق ظهور من 33</p> <p>يتعرف إلى قبل الآخر من 40</p> <p>القاعدة الإملائية الهجاء المتوسطة من 44</p> <p>يستمع إلى نص جابر عرافة القرام ويحجب من أسئلة من 47</p> <p>يقرأ نص أبو الرحلة من 55</p>	<p>يقرأ الطالب نص من قصة</p> <p>الفتح من 75 ويقيم معانيه ويتعرف مبادئه ويخلص النص</p> <p>يتعرف إعراب الفعل المضارع من 83</p> <p>التنوير الثاني قبل النور من 86</p> <p>يتعرف التهجئة المتعارفة من 87</p> <p>يقرأ الطالب نص يوميات مسافر إلى الصين من 89</p> <p>ويوضح أهم خصائص النص ويقيم</p>	<p>يتعرف إلى وأحوالها ويخطبها في أسئلة من 102</p> <p>يتعرف خصائص كتابة نص المذكرات الموجبة من 108</p> <p>يقرأ نص قصيدة التلميح يتعرف خصائصه ويقيم مبادئه ويستخرج أهم الأفكار الرئيسة الواردة فيه من 111</p> <p>يتعرف إلى وأحوالها ويخطبها في أسئلة من 118</p> <p>يعبر القاعدة الإملائية للتوكيد من 122</p> <p>يستمع إلى نص حكمة أمير ويحجب من أسئلة من 128</p>
Half Term 4	Half Term 5	Half Term 6
<p>يقرأ نص أسئلة التجديد القطرية من 135 ويقيم معانيه ويستخرج الأفكار الرئيسة والفكرية فيه</p> <p>يكتب نص حول إطار نهضة وهران من 144</p> <p>يراجع قواعد الإملائية السهلة من 146</p> <p>(كتاب الفصل الدراسي الثاني)</p> <p>يقرأ الطالب نص من صناعة الشهرة</p> <p>الرافعة من 158 ويقيم معانيه ويتعرف مبادئه ويخلص النص</p> <p>يتعرف المتن القصصي المبني للمجهول من 28</p>	<p>يخطب الطالب أبيات من نص حياء الخير يا وطني من 37</p> <p>يحدد أهم الأفكار الرئيسة والفكرية للنص ويقيم معاني المفردات والفراغية</p> <p>يتعرف الفعل المضارع المبني للمجهول من 45</p> <p>يستمع إلى نص مختلف التلميح لفصل من قسم آل ثني من 50</p> <p>يقرأ الطالب نص قصة الجزيرة المعجونة من 58</p> <p>يتعرف اسم المفعول من 70</p> <p>يلخص القصة من 72</p> <p>يتعرف طريقة كتابة حرف الهاء يخطب الرفعة من 73</p>	<p>يقرأ نص ربيعة المعاصرات ويحدد الأفكار الفكرية والرئيسة فيه ويقيم مبادئه من 77</p> <p>يتعرف على القاعدة الإملائية لحذف النون للإضافة من 91</p> <p>يستمع الطالب إعلان مزايا الخصائص المتعلقة به 89</p> <p>يخطب أبيات من نص النحلة الصديقة من 97 ويحدد الأفكار الرئيسة والفكرية ويقيم مبادئه</p> <p>يتعرف على الجدل من 106</p> <p>يعبر الهجاء المتوسطة من 110</p> <p>يستمع إلى نص قصة كتاب ويقيم بين الأسئلة المتعلقة به من 112</p>

Year 7 Curriculum guide

Islamic Studies - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
<p>التعريف بطلاب والطوبى والمنظمة</p> <p>يتلو آيات من سورة الأحزاب من 14</p> <p>يتعرف أحكام النون الساكنة والتنوين من 18</p> <p>يحفظ آيات من سورة الإنسان من 23</p> <p>يعتد دلائل قدرة الله تعالى من 27</p> <p>يجتهد في حفظ الحديث الشريف، ويعرف بالرأى، ويشرح معاني المفردات والتراكيب من 36</p> <p>الإيمان باليوم الآخر من 46</p> <p>يوضح أحكام التجلسات من 54</p> <p>يتذكر أحداث يوم بد، يوم الفرقان من 62</p>	<p>بين فضل الدعاء وأدبه من 72</p> <p>يتلو آيات من سورة الأحزاب من 82</p> <p>يتعرف أحكام النون الساكنة والتنوين من 86</p> <p>يحفظ آيات من سورة التوراة من 90</p> <p>يوضح وصايا لقمان لابنه من خلال سورة لقمان من 95</p> <p>يحفظ الحديث الشريف ويشرح معانيه ومفرداته ويعرف بالرأى (نسيه - علمه - وفاته) من 106</p>	<p>نبي الله شعيب من 116</p> <p>يتعرف على أحكام التيمم من 122</p> <p>يقدم بالصحابي علي بن أبي طالب رضي الله عنه من خلال سيرته الشريفة (حياته - جهاد - إسلامه - وفاته) من 130</p> <p>يوضح أثر العلم وكظم الغيظ من 138</p> <p>يتلو آيات من سورة قاطر من 14 (كتاب الفصل الثاني)</p>
Half Term 4	Half Term 5	Half Term 6
<p>يحفظ آيات من سورة النبا من 21</p> <p>يتعرف تفسير سورة البقرة من 25</p> <p>يحفظ الحديث الشريف ويعرف بالرأى ويشرح معانيه ومفرداته من 34</p> <p>يتعرف مفهوم الإيمان بالقدر من 48</p> <p>يتعرف مفهوم سجد السهو من 58</p> <p>يتعرف يوم أحد من 66</p>	<p>يوضح مفهوم الإيمان من 78</p> <p>يتلو سورة قاطر من 90</p> <p>يحفظ سورة التواريخ من 99</p> <p>يشرح أحوال يوم القيامة من خلال سورة الحاقة من 103</p> <p>يجتهد في حفظ الحديث الشريف، ويعرف بالرأى، ويشرح معاني المفردات والتراكيب من 114</p>	<p>يقدم بالأنبياء من خلال "نبي الله إرم" من 124</p> <p>يتعرف أحكام صلاة الجماعة من 132</p> <p>يقدم بالصحابي أسماء بنت كعب الأنصارية رضي الله عنها من خلال سيرتها الشريفة (حياتها - جهادها - إسلامها - وفاتها) من 140</p> <p>أهمية المحافظة على البيئة من 150</p>

Subject information

Year 8



Year 8 Curriculum guide

English

Term 1

Refugee Boy

- Context of African Conflict
- Types of Narration
- Reading Comprehension (recall, inferences)
- Identifying Contextual Links
- Character Study
- Language Analysis
- SPAG Development
- Vocabulary Acquisition
- Analytical Writing
- Creative Writing

Term 2

Transactional Writing

- Genres of Transactional Writing (speech, article, letter)
- Persuasive Language
- Pathos / Ethos / Logos
- Paragraphing & Sentencing
- SPAG Development

Term 3

Poetry

- Culture Research
- Types of Poetry
- Conventions of Poetry
- Poetic Techniques
- Language & Structure Analysis
- Analysing Unseen Poetry
- Analytical Writing
- SPAG Development



Mathematics

HalfTerm 1

1. Unit 1 - Number
2. Unit 2 - Algebra

Half Term 2

1. Unit 3 - Shape
2. Unit 4 - Algebra

Half Term 3

- Unit 5 - Algebra
Unit 6 - Number

Half Term 4

1. Unit 7 - Data
2. Unit 8 - Number

Half Term 5

1. Unit 9 - Shape
2. Unit 10 - Data

Half Term 6

1. Unit 11 - Algebra

Year 8 Curriculum guide

Science

Half Term 1 Chemistry: The Periodic Table and Elements	Half Term 2 Physics: Waves (Sound and Light)	Half Term 3 Biology: Health and Lifestyle
Half Term 4 Physics: Motion and Pressure	Half Term 5 Chemistry: Chemical Reactions, Acids & Alkalis	Half Term 6 Physics: Energy and Energy Transfers Project Learning

Computer Science

Half Term 1 Programming in Python 1 <ul style="list-style-type: none"> • Introduction Programming • Block vs High Level Programming • Data Types • Operators • Inputs, Constants & Variables • Selection Statements 	Half Term 3 Programming in Python 2 <ul style="list-style-type: none"> • Strings • Arrays • Iteration • Programming Project 	Half Term 3 Computational Thinking Encryption & Algorithms <ul style="list-style-type: none"> • Introduction to Computational Thinking • Algorithms & Flow Charts • Encryption • Pigpen Cipher • Vigenere Cipher • Rail Fence Cipher
Half Term 4 Data Representation <ul style="list-style-type: none"> • Characteristics of Data representation • Binary Conversions (Binary ↔ Denary) • Binary Images • Binary Addition • Hexadecimal • Logic Gates 	Half Term 5 Programming with Minecraft <ul style="list-style-type: none"> • Syntax • Coordinates & Positioning Programming • Variables • Lists • For & Nested Loops • Conditional Statements • While Loops & Sequencing • Functions • Decomposition 	Half Term 6 Programming with Minecraft <ul style="list-style-type: none"> • Program Development • Testing

Year 8 Curriculum guide

Art & Design

HalfTerm 1 & 2

Topic: Creative Right Brain Drawing

Beginner foundation inspired by Betty Edwards:

Students will be introduced to the basic principles of right-brain drawing skills and the ability to recognise and draw negative spaces or space.

Key skills:

1. Displays care for work done to the best of personal ability.
2. The application and understanding of contour drawing or edges.
3. The ability to recognise and draw negative spaces or space.
4. Knowledge and skills to apply value or light and dark shading.
5. Consider personal performance and identify strengths and weaknesses.

Half Term 3 & 4

Topic : Tessellation

Tessellation art is created through the process of covering a surface with a number of geometric shapes that fit together almost like a jig-saw puzzle, never overlapping and leaving no spaces between.

Also known as tiling, this process results in a mosaic pattern that can be used in a highly creative manner, despite its largely confining mathematical structure.

Key skills:

1. Analysis of Art relevant to the unit studied.
2. Communicate knowledge and understanding of the visual arts including specialised visual arts language, concepts and processes.
3. Varies quality of line.
4. Working tonally in light and shade.
5. Selecting and rejecting information according to goal.
6. Reflect on the success of methods, procedures and techniques.

Half Term 5 & 6 Topic: Clay sea-life - Texture Vessels The clay project starts with students looking at an artist's ceramic work (Heather Knight) and considering the differences between cutting into clay and adding to it.

Students then complete an artist research page about Heather Knight and this informs their clay vessel designs later on. From here students are introduced to the concept of underwater textures incised and applied to clay. They will use this concept to make at least one vessel.

Key skills:

1. Uses sketchbook to develop ideas and concepts.
2. Clay processes, joining, slip and score technique, incised and applied.
3. Making thinking visible, e.g. through drawing.
4. Reflect on the success of methods, procedures and techniques.
5. Collaborative skills: Assisting with the care and maintenance of tools and equipment helping clean up at the end of lessons.

Year 8 Curriculum guide

Design Technology

Term 1

Bookend:

1. The bookend project focuses on wood working skills with the use of hand tools.
2. Students will demonstrate their understanding of wood joints to create a bookend.
3. Students will explore the use of different types of timber and their effectiveness.

Term 2

Board Game (Paper and Boards / Packaging)

1. Students will design and manufacture a prototype interactive board game.
2. The board may also include an embedded dice using an appropriate display system.
3. Students will develop design strategies to develop ideas that meet a design brief, use CAD to develop as basic design and develop an appropriate program.
4. They will need to be aware of costs and processes in manufacture, present their ideas and evaluate their proposed solution.

Term 3

Sweet Dispenser:

1. The sweet dispenser project will reinforce the learners wood working skills to create a working product.
2. Students will develop their product from a given drawing plan and reflect on real world manufacturing procedures.
3. Students will finish their sweet dispenser with details that reflect their clients' specifications.



Year 8 Curriculum guide

Drama

Half Term 1

Monologues and Duologues

Students explore solo and paired performance, focusing on character development, emotional range, and delivery.

Key skills:

- Develop vocal and physical characterisation.
- Explore emotional subtext and relationships.
- Build confidence in solo/paired performance.
- Vocal skills- pitch, pace, tone, volume, projection.
- Eye contact
- Proxemics
- Characterisation
- Timing
- Staging

Half Term 2

Script Work

Students work with a published script, learning how to interpret, rehearse, and perform scripted scenes.

Key Skills:

- Understand dramatic structure and stage directions.
- Interpret character and context.
- Collaborate in rehearsal and performance.
- Blocking
- Staging
- Cueing
- Characterisation

Half Term 2

Improvisation

Students develop spontaneity, creativity, and collaboration through structured and free improvisation.

Key Skills:

- Respond creatively to prompts.
- Build narrative and character in real time.
- Work collaboratively and supportively.
- Spontaneous dialogue
- Status and conflict
- Role-play
- Characterisation
- Tableaux

Half Term 4

Melodrama

Students will understand genre conventions of melodrama. They will use exaggeration and stylised movement.

- Explore audience engagement and comedy.
- Exaggerated gesture and voice.
- Stock characters.
- Dramatic irony, timing.
- Exaggerated characterisation
- Exaggerated gesture
- Slow motion
- Proxemics
- Dramatic irony

Half Term 5

Shakespeare

Students explore Shakespearean language, themes, and performance techniques through selected scenes.

Key Skills:

- Understand Shakespearean text and context.
- Explore rhythm, imagery, and character.
- Develop confidence with classical language.
- Textual interpretation
- Shakespearean language
- Ensemble staging
- Characterisation

Half Term 6

Devising

Students create original drama from a stimulus, focusing on collaboration, creativity, and evaluation.

Key Skills:

- Develop ideas from a stimulus.
- Collaborate and rehearse effectively.
- Reflect and refine work through feedback.
- Devising
- Characterisation
- Drama techniques
- Rehearsal techniques
- Audience communication

Year 8 Curriculum guide

Geography

Half Term 1

Weather and climate:

1. Types of rainfall, world climates, jet streams, global warming, extreme weather eg hurricanes.
2. Fieldwork: - micro climate study (Skills: climate graphs, interpreting satellite images).

Half Term 2 - 3

International Development:

1. Indicators of development, countries at differing stages of development (skills: mathematical skills – mean, range, median, mode, calculating percentages).

Half Term 4

Coast:

1. Coastal processes, landforms and defences (Skills: annotating photos, OS map skills, field sketches)

Half Term 5

Antarctica:

1. Where is Antarctica?
2. Issues with exploration
3. Resources in Antarctica
4. Tourism

Half Term 6

Preparation for EoY Examination



Year 8 Curriculum guide

French - Accès Studio & Studio 1

<p>Term 1 Vive les vacances!</p> <p>1. Unit 1- Tu as passé de bonnes vacances? Saying what you did during the holidays Using the perfect tense of regular -er verbs</p> <p>2. Unit 2- Qu'est-ce que tu as fait? Describing a visit to a theme park Using the perfect tense of irregular verbs</p> <p>3. Unit 3- Tu es allée où? Saying where you went and how Using the perfect tense of verbs that take 'être'</p> <p>4. Unit 4- Quel désastre! Listening for negatives in the perfect tense Reading to spot the perfect tense in a text</p> <p>5. Unit 5- Mon voyage extraordinaire! Asking and answering questions Using the present and the perfect tense together</p> <p>6. Assessment preparation and revision Recap of key grammar: avoir and etre in the present tense, past perfect of regular and irregular verbs with avoir, past perfect with etre</p> <p>7. End-of-unit assessment</p>	<p>Term 2 A loisir</p> <p>1. Unit 1- Ma vie numérique Talking about digital technology Forming and answering a range of questions</p> <p>2. Unit 2- On va au cinéma? Arranging to go the cinema Buying cinema tickets</p> <p>3. Unit 3- Quels sont tes loisirs? Talking about leisure activities Using negatives</p> <p>4. Tu as fait des achats? Spotting synonyms Looking up perfect tense verbs when reading</p> <p>5. Normalement, hier et demain Using three tenses when speaking</p> <p>6. Assessment preparation and revision Recap of key grammar: adjective agreement, negative form + past perfect, 3 tenses (present, past perfect and future)</p> <p>7. End-of-unit assessment</p>	<p>Term 3 Le monde est petit</p> <p>1. Unit 1 – Elle est comment ta région? Describing where you live Using pouvoir + infinitive</p> <p>2. Qu'est-ce qu'on doit faire pour aider à la maison? Discussing chores done at home Listening for different persons of the verb Using different strategies to decode words while reading</p> <p>3. Unit 3- Ma routine, ta routine Talking about daily routine Using reflexive verbs</p> <p>4. Unit4- J'ai déménagé! Talking about moving house Using irregular adjectives (beau, nouveau, and vieux)</p> <p>5. Unit 5- A la découverte d'une nouvelle région Using three tenses in writing Using resources to find and translate nouns into French</p> <p>6. Assessment preparation and revision Recap of key grammar: present tense of pouvoir and devoir, reflexive verbs, irregular adjectives and three tenses: present, perfect tense and near future</p> <p>7. End-of-unit assessment</p>
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Year 8 Curriculum guide

French - Accès Studio & Studio 1

<p>Term 4 Brief overview:</p> <ol style="list-style-type: none"> 1. Revisiting key vocabulary and grammar of Modules 1 and 3 2. Using the perfect, present and future tense together 3. Using vouloir and devoir + infinitive 4. Using reflexive verbs to describe daily routine 5. Using question words and three tenses tense 6. Changing the person of the verb and possessive pronouns to ask and answer questions Reinforcing tenses: present, perfect, and future 7. Extended writing and translation practice 8. End of units 1, 3 and 4, including reading, listening and writing assessments 	<p>Term 2 Le sport en direct</p> <ol style="list-style-type: none"> 1. Unit 1- Module 1 Plus ou moins? Giving opinions on sports Using the comparative 2. Unit 2- Pour aller au stade? Asking the way and giving directions Using the imperative 3. Unit 3- Qu'est-ce qu'il faut faire? Using il faut to say 'you must' Translating from French into English 4. Unit 4- Ça va? Talking about injuries and illness Talking art in a conversation with the doctor 5. Unit 5- Allez les champions! Interviewing a sportsperson Asking and answering questions in three tenses 6. Assessment preparation and revision Recap of key grammar: jouer a, faire de, comparatives, imperative, question words 7. End-of-unit assessment 	<p>Term 3 J'adore les fetes!</p> <ol style="list-style-type: none"> 1. Unit 1 : Quelle est ta fête préférée? Describing festivals and special days Using the present tense of irregular -ir and -re verbs 2. Unit 2- Et avec ça ? Buying food at a market Using transactional language 3. Unit 3- Miam-Miam, c'est bon! Using prediction to help with challenging listening passages Giving answers in French for a reading task. 4. Unit 4- Tu vas faire un voyage scolaire? Talking about a future trip Using the near future (with questions) 5. Bonne année! Writing about the New Year Combining the present and near future tenses. 6. Preparation for final end-of-year examinations, revising, vocabulary, main the tenses and structures of the year. 7. Assessment preparation and revision Recap of key grammar: present tense of -ir and -re verbs, near future 8. End-of-unit assessment
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Year 8 Curriculum guide

History

Term 1 The Atlantic Slave Trade: 1. A brief overview of slavery 2. Industrial Revolution 3. Empire and Trade 4. Introduction to Slavery 5. How Slaves were Captured 6. Middle Passage 7. Slave Auctions 8. Life on a Plantation 9. Abolition 10. Enforcing Anti-Slavery Laws 11. Debate on Slavery	Term 1 Civil Rights Vs Apartheid 1. Civil Rights in the USA 2. Rosa Parks 3. Montgomery Bus Boycott 4. Civil Rights Act 5. Apartheid 6. Nelson Mandela	Term 3 The Great War 1. Short and long term causes of the Great War. 2. Why men chose to fight. 3. Propaganda 4. Soldiers 5. Trenches 6. Weapons 7. Civilians The Great War 1. Weapons of war 2. Harry Farr & Deserters 3. Soldiers of the Empire 4. How did the war effect ordinary citizens poppy day 5. Poppy Day 6. Treaties 7. Post war impact 8. Cost of War 9. Independence for Ireland
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Year 8 Music Curriculum guide

Term 1 Music Overview

Focus: Keyboard Skills

Students will extend their understanding of harmony and keyboard technique. They will learn how to apply chord sequences, develop basslines, and explore composition using both traditional notation and digital technology.

What students will be learning:

- Recognising and playing blues chord patterns, including the 12-bar blues.
- Using chords I, IV and V to create sequences and cadences.
- Developing basslines, including walking bass patterns, to support harmony.
- Exploring chord inversions to create smoother progressions.
- Composing short pieces using written notation.
- Experimenting with arranging and composing on GarageBand.

Key skills developed through ukulele study:

- Instrumental technique: Coordinating left-hand basslines with right-hand chords.
- Harmonic understanding: Building progressions with cadences and chord inversions.
- Musical literacy: Reading and writing standard notation with increasing fluency.
- Creativity: Composing in a blues style and arranging ideas digitally.
- Performance and ensemble skills: Playing with accuracy, fluency, and awareness of style.

Assessment:

Students will be assessed through:

- Practical performance of a 12-bar blues piece demonstrating steady rhythm, accurate chords, and an appropriate bassline.
- A short composition project that combines written notation with creative use of GarageBand.
- Application of musical knowledge, such as identifying and using cadences and chord inversions.



Year 8 Music Curriculum guide

Term 2

Focus: Music theory

- We will use the term during Ramadan to recap topics including Gamelan and Modes.
- Students will also revise music notation.
- Following this we will introduce more detail on rhythmic notation (dotted notes and ties) as well as using basic time signatures.

Key skills:

- Knowledge on the History and Cultural Significance of various musical genres.
- Reading Musical Notation including pitch and rhythm

Assessment: Instrument technique: Correct posture, strumming, and chord playing

- Revision Quizzes
- Musical Notation and Rhythm Test

Term 3

Focus: Gamelan

Brief Overview:

- Students are taught the history and cultural significance of Indonesian Gamelan Music.
- We learn to perform on tuned percussion/keyboards using pieces based on authentic Gamelan Melodies and textures.
- Students learn to read and compose using numeric notation similar to that used in Indonesia as a class and in small ensembles.
- Students are also given the opportunity to add additional sections to their work.

Key skills:

- Instrumental Performance
- Ensemble Performance
- Composing in the style of Gamelan Music
- Historical and Cultural Knowledge

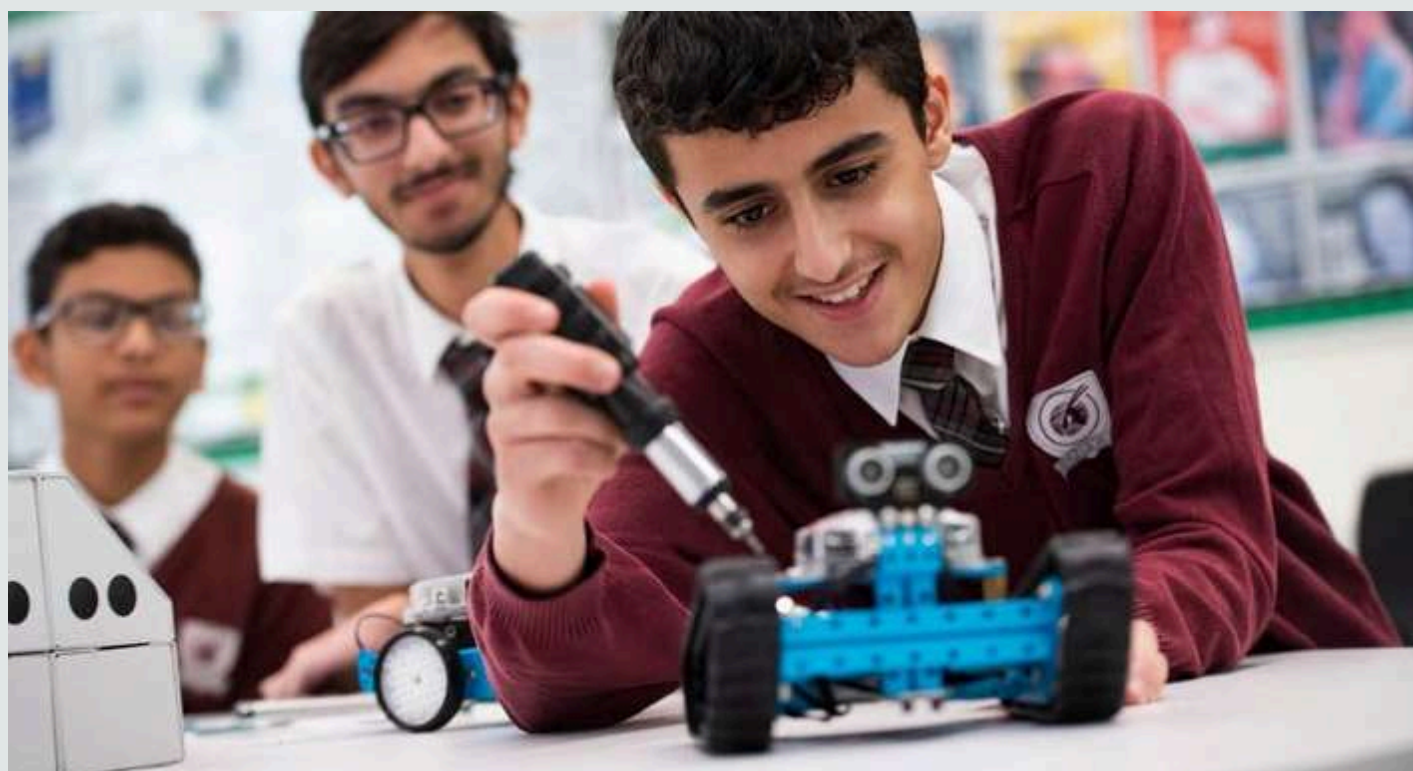
Assessment:

- Instrumental Ensemble Performance
- Gamelan Quiz

Year 8 Curriculum guide

Qatar History - Ministry Curriculum

Half Term 1 Qatar National vision – what is means to be the future of Qatar. 1. Ideal world 2. Meaning of the National Anthem 3. Symbolism of the Qatar Flag	Half Term 2 Colonial motivates in the Arabian region 1. The importance of the location of Arabian gulf region 2. The importance of Qatar overseas Empires and their motives 3. What did the Middle East like under the age of Empires? 4. Physical characteristics of the Middle East, Indian subcontinent and roles of trading posts. 5. Motives for overseas Empires in the Arabian Gulf region	Half Term 3 Colonial motives 1. The sequence of events for each of the main colonial powers 2. Dutch, French, British and ottoman dominance. 3. Investigate their possessions, importance and trade 4. Understand how and why the Empires fought each other for advantage and control
Half Term 4 Qatar under the Ottoman rule 1. Ottoman-Qatari Relationship 2. Reason for the Battle 3. Rulers at that time	Half Term 5 Qatar and Human rights 1. Qatar's participation in social improvements and relations around improving the rights of people, international relations Importance of agencies like the Red Crescent and Qatar foundation 2. Qatar state and its impact around the world.	Half Term 6 History Project



Year 8 Curriculum guide

Spanish - ¡Viva! Libro 1 (all groups)

<p>Half Term 1 Module 1: Todo sobre mi vida</p> <ol style="list-style-type: none"> 1. Saying what you use your phone for; 2. Revising the present tense (pp. 30-31); 3. Saying what type of music you like; 4. Giving range of opinions (pp. 32-33); 5. Talking about TV; using the comparatives (pp. 34-35); 6. Saying what you did yesterday; 7. Using the present and the preterite (pp. 36-37); 8. Understanding a TV guide; 9. Tackling an authentic text (pp. 38-39); 10. EXT: Learning about young people's lives; 11. Using two tenses in the he/she form (pp. 40-41). 	<p>Half Term 2 Module 2: Mis vacaciones</p> <ol style="list-style-type: none"> 1. Talking about a past holiday; 2. Using the preterite of ir (pp. 8-9); 3. Saying what you did on holiday; 4. Using the preterite of regular -ar verbs (pp. 10-11); 5. Describing the last day on holiday; 6. Using the preterite of -er and -ir verbs (pp. 12-13); 7. Saying what your last holiday was like; Using the preterite of ser (pp. 14-15); 8. Giving a presentation about your holiday; 9. Making your sentences interesting (pp. 16-17); EXT: 10. Using the present and the preterite together; 11. Describing an amazing holiday (pp. 18-19). 	<p>Half Term 3 Module 3: ¡A comer!</p> <ol style="list-style-type: none"> 1. Saying what food you like; Using wider range of opinions (pp. 52-53); 2. Describing mealtimes; 3. Using negatives (pp. 54-55); 4. Ordering a meal; Using Usted / Ustedes (pp. 56-57); 5. Discussing what you buy for a party; 6. Using the near future (pp. 58-59);
<p>Half Term 4 Module 4: ¡A comer!</p> <ol style="list-style-type: none"> 1. Giving an account of a party; 2. Using three tenses together (pp. 60-61); 3. Using coping strategies when speaking; 4. Responding to what people say (pp. 62-63) EXT: 5. Learning about food in other countries; 6. Using direct objects pronouns (pp. 64-65). 	<p>Half Term 5</p> <ol style="list-style-type: none"> 1. Arranging to go out; 2. Using me gustaría + infinitive (pp. 76-77); 3. Making excuses; Using querer and poder (pp. 78-79); 4. Discussing getting ready to go out; 5. Using reflexive verbs (pp. 80-81); 6. Talking about clothes; 7. Saying 'this'/'these' (pp. 82-83); 8. Talking about sporting events; 9. Using three sentences (pp. 84-85); 10. Describing a fancy dress outfit; 11. Using a dictionary (pp. 86-87); 12. EXT: Writing about a problem; 13. Using structures with two verbs (pp. 88-89). 	<p>Half Term 6</p> <ol style="list-style-type: none"> 1. Describing a holiday home; 2. Discovering more about the comparative (pp. 100-101); 3. Describing holiday activities; 4. Using the superlative (pp. 102-103); 5. Asking for directions; 6. Using the imperative (pp. 104-105); 7. Talking about summer camps; 8. Learning more about using three tenses (pp. 106-107); 9. Describing a world trip; Tackling challenging listening (pp. 108-109); 10. EXT: Discussing holiday destinations; 11. Using mejor and peor (pp. 110-111).

Year 8 Curriculum guide

Arabic - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
<p>تعريف بالطلاب والقوانين والأنظمة يقرا الطالب نص من رواد التعليم في قطر ويشرحه ويغير مفرداته ص 19 يميز بين الأفعال الصحيحة والأفعال المعطلة ص 26 مع إعطاء أمثلة لكل منهما يتعرف كتابة الألف اللينة في نهاية الأفعال الأسماء الثلاثية ص 30 يكتب سيرة غيرية ص 33 يحفظ أبيات من قصيدة أحسن إلى الناس ص 41 يميز بين التشبيه التام والتشبيه البليغ ص 47 يتعرف أنواع الفعل الصحيح وأنواع الفعل المعطل ص 49 تتر أبيات شعرية بإهداء الرأي فيها ص 53 يقرا الطالب نص مكتبة قطر الوطنية ص 61 ويشرحه ويغير مفرداته يتعرف علامات الإعراب الأصلية والفرعية ص 68 يتعرف كتابة الألف اللينة في نهاية الأسماء والأفعال الغير ثلاثية ص 74 يستمع إلى نص خدمات عامة ويحيط على أسئلته ص 78 يقرا نص من أجل قطرة ماء ويغير معانيه ويتعرف مفرداته وخصائص النص ص 85</p>	<p>يتعرف المبني والمعرّب من الأسماء ص 94 التعبير الكتابي : كتابة قصة مرآة أيا عناصر القصة خلال كتابته ص 98 يبرد حكاية ويقوم بتخصص أدوار الشخصيات ص 102 يقرا الطالب نص الاعتماد على الذات ص 109 ويوضح أهم خصائص النص ويغير مفرداته ومعانيه وأفكاره الرئيسية والفرعية تستخرج الخبر وأنواعه ص 116 الهزة المتوسطة ص 120 يكتب رسالة رسمية ويرسلها إلى أحد المؤسسات ص 123 يحفظ أبيات من قصيدة أنا ولدت ص 129 يتعرف كان وأخواتها ويطلقها في أمثلة من إنشائه ص 136 يكتب نص حول أهمية العمل التطوعي ص 141 يقدم عرض تقني عن أهمية التعاون بين أفراد المجتمع ص 144</p>	<p>يقرا الطالب نص ثمرات الرياضة ويشرحه ويغير مفرداته ص 149 يعزز ما تعلمه سابقاً في الهزة المتطرفة ص 155 يستمع إلى نص الوقت ويقوم بحل الأسئلة المتعلقة به ص 159 كتاب الفصل الدراسي الثاني يقرا نص مل تهدد الروبوتات الذكية الجاس الشري ص 2 يتعرف خصائصه ويغير مفرداته ويستخرج أهم الأفكار الرئيسية الواردة فيه ص 21 يتعرف إن وأخواتها ويطلقها في أمثلة من إنشائه ص 29 يتعرف زيادة وحذف بعض الحروف من الكلمات ص 34 يحفظ أبيات من نص قصيدة ورد الربيع ص 45</p>
Half Term 4	Half Term 5	Half Term 6
<p>TERM 4 يتعرف الصرف من خلال المجرد والمزيد من الأفعال الثلاثية وغير الثلاثية ص 51 القاء قصيدة مرآة ثورة الصوت والحركات فيها ص 55 يقرا الطالب نص عالمية اللغة العربية ويوضح أهم خصائص النص ويغير معانيه وأفكاره الرئيسية والفرعية ص 61 الجملة الفعلية : أنواع الفاعل ص 68 تعزز الهزة المتوسطة ص 73 أن يكتب الطالب عن انتشار ظاهرة مبيعات اللغة العربية في دولة قطر ص 76 يستمع إلى نص الإنزال على تعلم اللغة العربية ص 79 يتحدث عن ظاهرة انتشار الألفاظ الأجنبية بين الشباب ص 82 يقرا الطالب نص قصة لوعة أم ص 87 يتعرف الفعل المبني للمجهول وتائب القاعل ص 94 يكتب قصة مرآة أيا خصائص النص القصصي ص 101</p>	<p>TERM 5 يقرا الطالب تقرير صحفي * اللجنة العليا للإرث والمشاريع ص 109 يحدد أهم الأفكار الرئيسية والفرعية للنص ويغير معاني المفردات والتركيب يتعرف النيران الصغرى ص 117 يكتب تقرير صحفي عن السلامة المرورية ص 122 يحفظ أبيات من قصيدة أماء ويغير بعض المفردات والتركيب ويستخرج الأفكار الرئيسية والفرعية ص 129 يتعرف التبعث " المفرد - المضاف إليه " ص 135 تعزز الهزة المتطرفة ص 142 يستمع إلى نص بر الوالدين ص 143 يقرا نص صفحات في سجل العمر ص 149</p>	<p>TERM 6 يميز طريقة كتابة الأعداد المطردة من (1 - 10) ص 157 تعزز كتابة الألف اللينة في آخر الأسماء والأفعال الثلاثية والغير ثلاثية ص 161 كتابة نص وصفي " وصف معلم من معلم قطر " ص 165 قراءة نص " جهود قطر من أجل صحة أفضل " ص 175 يميز طريقة قراءة وكتابة الأعداد المركبة من (1 - 19) ص 182 الكتابة الإملائية الأولى ص 186</p>

Year 8 Curriculum guide

Islamic Studies - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
<p>التعريف بالطلاب والقوانين والأنظمة يتلو آيات من سورة لقمان ص 14 يتعرف أحكام الميم الساكنة ص 17 يحفظ آيات من سورة الجن ص 20 يقسم آيات من سورة المموات " وجوب الأدب مع النبي " ص 23 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويقسم معاني المفردات والتركيب ص 34 يعتد أقسام التوحيد ص 54 يوضح أحكام الغسل ص 66 يتذكر أحداث يوم الأحزاب ص 74</p>	<p>يبين فضل التواضع وأنواعه ص 86 يتلو آيات من سورة لقمان ص 100 يتعرف أحكام الميم الساكنة ص 102 يحفظ آيات من سورة الزمل ص 104 يقسم آيات من سورة الحجرات ص 107 يحفظ الحديث الشريف ويقسم معانيه وفوائده ويعرف بالراوي (أمية - علمه - وفاته) ص 118 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويقسم معاني المفردات والتركيب ص 112</p>	<p>أخبار الله تعالى داود وسليمان عليهما السلام ص 128 يتعرف على أحكام صلاة المسافر ص 138 يقسم بالمصالحى لسلطان القارسى - رضي الله عنه من خلال سورة الشريعة (حياته - جهاده - إسلامه - وفاته) ص 152 يوضح أثر الثقة بالنفس ص 164</p>
Half Term 4	Half Term 5	Half Term 6
<p>يتلو آيات من سورة السجدة ص 14 (كتاب النحل الثاني) يحفظ آيات من سورة المدثر ص 19 يتعرف تفسير سورة الحجرات ص 23 يحفظ الحديث الشريف، ويعرف بالراوي ويقسم معانيه ومفرداته ص 34 يتعرف أشرار الساعة الصغرى الكبرى ص 54 يتعرف مفهوم أحكام الصيام ص 64</p>	<p>دولة المدينة والقابل اليهودية ص 76 يتعرف مفهوم الشجاعة في الإسلام ص 86 يتلو آيات من سورة السجدة ص 97 يحفظ سورة القيامة ص 100 يقسم مفهوم الإسلام والإيمان من خلال سورة الحجرات ص 103 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويقسم معاني المفردات والتركيب ص 112</p>	<p>يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويقسم معاني المفردات والتركيب ص 112 يوضح أحكام الاعتكاف وزكاة الفطر ص 122 صلح المدينة ص 134 يوضح أهمية التعلم والتعليم ص 146</p>

Subject information Year 9



Year 9 Curriculum guide

English

Term 1 Macbeth <ul style="list-style-type: none"> Context of Jacobean Era Conventions of Shakespearean Tragedy Reading Comprehension (recall, inferences) Identifying Contextual Links Character Study Dramatic Techniques Language & Structure Analysis SPAG Development Vocabulary Acquisition Analytical Writing 	Term 2 Creative Writing/Short Story Writing <ul style="list-style-type: none"> Narrative Arc Types of Narration Genres of Creative Writing Sensory Language Figurative Language Descriptive Settings Characterisation Creating Suspense Paragraphing & Sentencing SPAG Development 	Term 3 Poetry <ul style="list-style-type: none"> Culture Research Types of Poetry Conventions of Poetry Poetic Techniques Language & Structure Analysis Analysing Unseen Poetry Analytical Writing Comparative Writing SPAG Development
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Mathematics

Half Term 1 <ol style="list-style-type: none"> Number 1 Algebra 1 Graphs 1 	Half Term 2 <ol style="list-style-type: none"> Shape and Space 1 Number 2 Sets 1 	Half Term 3 <ol style="list-style-type: none"> Algebra 2 Graphs 2
Half Term 4 <ol style="list-style-type: none"> Shapes 2 Handling Data 1 	Half Term 5 <ol style="list-style-type: none"> Algebra 3 Number 3 	Half Term 6 <ol style="list-style-type: none"> Graphs 3 Shape and Space 3 and 4 Number 4

Year 9 Curriculum guide

Science - Pearson Exploring Science 9

HalfTerm 1 Biology: Ecosystem Processes, Adaptation and Inheritance	HalfTerm 2 Chemistry: Metals and Acids	Half Term 3 Physics: Electricity and Magnetism
Half Term 4 IGCSE Biology: The Nature and Variety of Living Organisms	Half Term 5 IGCSE Physics: Forces and Motion	Half Term 6 IGCSE Chemistry: Principles of Chemistry

Computer Science

Half Term 1 Data Representation <ul style="list-style-type: none"> • Binary Conversions • Binary Addition • Hexadecimal • Logic Gates • Units • Storing Images • Storing Sound 	Half Term 3 Programming in Python: Data Sequences <ul style="list-style-type: none"> • Re-Introduction to Programming in Python • Lists • Iteration (While Loops) • Iteration (For Loops) 	Half Term 3 Programming in Python: Mini Programming Project <ul style="list-style-type: none"> • Design a System • Create a System • Evaluate a System
Half Term 4 Computational Thinking Encryption & Algorithms <ul style="list-style-type: none"> • Introduction to Computational Thinking • Flow Charts • Pseudocode • Using Algorithms • Encryption 	Half Term 5 Networks & Computer Components <ul style="list-style-type: none"> • Computer Networks & Protocols • Networking Hardware • Wired & Wireless Networks • The Internet & The WWW • Computer Systems • Embedded Systems • Computer Hardware • Memory • Secondary Storage 	Half Term 6 Computer Components <ul style="list-style-type: none"> • CPU Performance • Computer Hardware • Computer Software • Input and Output Devices

Year 9 Curriculum guide

Art & Design

Term 1 & 2

Topic: Organic Form

Many cultures consider the balance and harmony found in nature to be the cornerstones of aesthetics.

Henry Matisse once said: "An artist must possess nature. He must identify himself with her rhythm, by efforts that will prepare the matery which will later enable him to express himself in his own language."

Students will examine the relationships between nature and art.

Key Skills:

1. Problem solving skills: Interpret visual imagery.
2. Identifying cause and effect: Causal relationship identifying goals / targets.
3. Reflection skills: Reflect on the success of methods, procedures and techniques. Reflect critically on their own artistic development and processes at different stages of their work. Use feedback to inform their own artistic development and processes.

Study practices: Makes thinking visible, e.g. through drawing.

Term 3 & 4

Topic : Urban Environments

How do artists use structures to make sense of the world we live in?

Inspired by different artists, students will produce a number of pieces based around urban environments using different types of medium.

Key Skills:

1. Organisational skills: Document artists research and art movements relevant to the unit studied.
2. Communication: Communicate knowledge and understanding of the visual arts including specialised visual arts language, concepts and processes.
3. Information literacy: Selecting and rejecting information according to goal.
4. Reflection: Use feedback to inform their own artistic development and processes. Using performance evaluation to adapt behaviour and learning strategies.

Term 5 & 6 Topic: Lino Printing inspired by German Expressionism German expressionism was an early twentieth century German art movement that emphasized the artist's inner feelings or ideas over replicating reality, and was characterised by simplified shapes, bright colours and gestural marks or brushstrokes. Among the many techniques and processes employed within Germ Expressionism - painting in oils, etching, lithography, dry point - perhaps their most iconic remain their woodcuts. Students will replicate these techniques using lino printing.

Key Skills:

1. The application and understanding of printing techniques.
2. The ability to recognise and draw negative spaces or space.
3. Knowledge and skills to apply value or light and dark through carving into the lino.
4. Consider personal performance and identify strengths and weaknesses.

Year 9 Curriculum guide

Design Technology

Term 1

Stationary Holder

1. In this project students will create a small wooden holder / case for stationary, jewellery, art equipment, etc.
2. Students will learn how to work safely in the workshop, how to select and identify tools and equipment by using the correct names and how to use basic hand tools and machinery to shape materials.
3. Students will be developing their knowledge and understanding of wood (soft, hard, manufactured board, processing, types, defects, sustainable forests and joining techniques)

Term 2

User Centered Design - Design for Visually Impaired users

1. Students further their understanding of the engineering design process while combining mechanical engineering and bio-engineering to create assistive devices.
2. During this extended activity, students are given a fictional client statement and required to follow the steps of the engineering design process (EDP) to design a new wristwatch face for a visually impaired student at their school.

Term 3

CAD / CAM Modelling

1. Developing skills in CAD/CAM to help communication and modelling.
2. Students explore modelling and advanced modelling using CAD/CAM and 3D printing before producing an electronic portfolio and using CAD software to produce a model of their choice.



Year 9

Curriculum guide

Drama

Half Term 1

Physical Theatre

Students explore Physical Theatre through key practitioners (DV8, Frantic Assembly and Gecko), focusing on movement, ensemble work, and storytelling without reliance on text. Understand principles of Physical Theatre.

Key Skills:

- Explore practitioner techniques.
- Use movement to convey emotion and narrative.
- Body language
- Ensemble Movement
- Proxemics
- Spatial awareness
- Tempo
- Rhythm
- Timing
- Storytelling

Half Term 2

Script Work

Students explore scripted scenes with attention to characterisation, historical context, staging, and design elements.

Key Skills:

- Interpret character and context.
- Explore staging and technical design.
- Analyse style and time/ period.
- Staging, blocking, cueing, vocal clarity.
- Characterisation
- Set, lighting, costume, props.
- Textual analysis

Half Term 2

Explore a practitioner.

Students research and apply the techniques of a chosen theatre practitioner (e.g. Brecht, Stanislavski, Artaud).

Key Skills:

- Understand practitioner theory and style.
- Apply techniques in performance.
- Reflect on impact and audience response.
- Practitioner methodologies.
- Drama techniques.
- Characterisation.
- Staging
- Audience communication

Half Term 4

Devising

Students create an original performance from a stimulus, incorporating drama techniques and design elements.

Key Skills:

- Develop ideas from a stimulus.
- Collaborate and rehearse effectively.
- Integrate style and design into devised work.
- Characterisation
- Narration
- Still image
- Mime
- Physical Theatre
- Use of music/lights
- Use of Props/costumes
- Tableaux
- Staging
- Verbatim theatre

Half Term 5

Shakespeare

Students develop their Shakespearean performance skills, focusing on textual analysis, historical context, and character interpretation.

Key Skills:

- Analyse Shakespearean text and themes.
- Explore historical and social context.
- Develop confident classical performance.
- Imagery, subtext, ensemble staging.
- Character motivation and relationships.
- Shakespearean language
- Monologue
- Soliloquy
- Characterisation

Half Term 6

Live/ digital Theatre

Students watch a live or digital performance, write a review, and create an adaptation inspired by the production.

Key Skills:

- Analyse live performance elements.
- Evaluate acting, design, and direction.
- Create original work inspired by professional theatre.
- Review writing
- Devising
- Characterisation
- Drama techniques
- Staging
- Use of design
- Audience communication

Year 9 Curriculum guide

French - Studio 3

Term 1

Mon monde à moi

Describing myself, my friends, and my daily life

1. Point de départ

Talking about likes and dislikes
Using aimer (+ noun / infinitive)

2. Unit 1 – Qu'est-ce que tu fais comme activités extrascolaires ?

Talking about after-school clubs and activities
Using verbs in the present tense

3. Unit 2 – Amis pour toujours !

Describing your friends
Using reflexive verbs

4. Unit 3 – Comment as-tu fêté ton anniversaire ?

Describing birthday celebrations
Using the perfect tense

5. Unit 4 – Qu'est-ce que tu vas porter ?

Discussing what you are going to wear
Using the near future tense

6. Assessment preparation and revision

Recap of key grammar: present tense, reflexives, perfect tense, near future

7. End-of-unit assessment

Term 2

Projets d'avenir

Future and ambitions

1. Point de départ

Talking about earning money
Using pouvoir and devoir

2. Unit 1 – Qu'est-ce que tu veux faire plus tard ?

Talking about what you want to do when you are older
Using vouloir

3. Unit 2 – Qu'est-ce que tu feras à l'avenir ?

Talking about what you will do in the future
Using the future tense

4. Unit 3 – Retour vers le futur

Talking about what things will be like in the future
Consolidating the future tense

5. Unit 4 – Profil d'un inventeur ou d'une inventrice

Writing about an inventor
Using questions in three different tenses

6. Assessment preparation and revision

Recap of future tenses, vouloir, pouvoir, devoir

7. End-of-unit assessment

Term 3

Ma vie en musique

Talking about music, past and present, and changes over time

1. Point de départ

Talking about your musical tastes
Using direct object pronouns (le, la, les)

2. Unit 1 – Tu étais comment ?

Describing what you used to be like
Using the imperfect tense

3. Unit 2 – Ton école primaire était comment ?

Comparing your primary and secondary schools
Using the comparative

4. Unit 3 – Autrefois... aujourd'hui

Talking about how things have changed
Using the present and imperfect tenses together

5. Unit 4 – De jeunes réfugiés

Interviewing a young refugee
Asking and answering questions in different tenses

6. Assessment preparation and revision

Recap of imperfect tense, comparatives, direct object pronouns

7. End-of-unit assessment

Year 9 Curriculum guide

French - Studio 3

Term 4

Brief Overview:

1. Revisiting key vocabulary and grammar
Listening for the tense and the subject
2. Using the perfect and imperfect tenses together
3. Using the present, perfect and imperfect tenses together
4. Using vouloir + infinitive to describe future plans
5. Paying attention to question words and tense
6. Changing the person of the verb and possessive pronouns to ask and answer questions
Reinforcing tenses: present, perfect, imperfect, future
7. Extended writing and translation practice
Sun 20 Feb – Thurs 3 March
8. End of units 1- 3 Reading, listening and writing assessments

Term 5

Le meilleur des monde

- Talking about what I would like to do to change the world
1. Point de départ
Discussing eating habits (range of negatives)
Talking about what people eat and drink.
Giving opinions on meals. Using the comparative
 2. Est-ce que tu manges de la viande ?
Talking about animals and the natural world (superlatives)
Talking about (not) eating meat and taking part in a discussion using negative expressions
 3. Mission anti-plastique
Talking about plastic and the environment (perfect tense, two time frames)
 4. Action pour la nature
Talking about animals saying what we must do to protect animals Using the superlative Talking about plastic and the environment , referring to two different time frames
 5. J'aimerais changer le monde
Saying what you would like to do and change (conditional: j'aimerais/je voudrais)
Using the conditional tense verbs je voudrais and j'aimerais + infinitive
Using and understand a range of tenses
 6. Assessment preparation and revision

Recap of imperfect tense, conditional
 7. End-of-unit assessment

Term 6

Le monde francophone

- Talking about francophone countries
1. Discussing francophone countries, you would like to visit
 2. Describing monuments and sites (comparative/superlative)
 3. Booking excursions; using infinitives after opinion and modal verbs
 4. Preparing a project on a francophone country
 5. Meeting young French-speakers (present tense, irregular verbs)
 6. Talking about future plans (near future & simple future)
 7. Preparation for final end-of-year examinations, revising the tenses and structures of the year

Year 9 Curriculum guide

French - Studio 3

<p>Half Term 4</p> <p>Talking about work</p> <ol style="list-style-type: none"> My future <ul style="list-style-type: none"> Using future simple to talk about dreams, careers and ambitions Talking about my ambitions <ul style="list-style-type: none"> Describing a range of jobs in present tense (S, p 58-62) Assessment prep Assessment Assessment feedback <ul style="list-style-type: none"> Using the conditional (Je voudrais) + infinitive to talk about future ambitions 	<p>Half Term 5</p> <p>Talking about my house and city</p> <ol style="list-style-type: none"> Talking about where I live <ul style="list-style-type: none"> Say where you live, ask where another lives; say where another person lives. (SP PPT) Rooms of House <ul style="list-style-type: none"> Say rooms of house on first and second floor using "il y a" (SP PPT) Practice using conjunctions Furniture + adjectives <ul style="list-style-type: none"> Say different types of furniture Match colours/other adjectives with furniture Describe dream bedroom Using "on peut + inf." to say what there is to do where you live Say what there is to do in other locations 	<p>Half Term 6</p> <p>Me in the world</p> <ol style="list-style-type: none"> My rights <ul style="list-style-type: none"> Asking and answering about rights; using "J'ai le droit de + inf" Using negatives like « ne pas » ; "ni...ni » (S p 98/99) Saying what's important to you <ul style="list-style-type: none"> Using various expressions to give opinions and say what's important to you Using negatives to give your opinion (S p 101) Do you like shopping <ul style="list-style-type: none"> Talking about what we buy using "parfois", "souvent", "de temps en temps"; etc. Saying what I buy in present, past and future (S p 102/3) What makes me happy <ul style="list-style-type: none"> Writing about our passions using different expressions (« Le bonheur, c'est de... ; Ma passion, c'est... » ; je me passionne pour; je suis passionné par...etc. ») Justifying opinions (S p 104/5)
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Year 9 Curriculum guide

Geography

<p>Half Term 1 Population and Migration</p> <ul style="list-style-type: none"> Differences in birth and death rates Demographic transition model Population policies Ageing populations Syria Skills: <ul style="list-style-type: none"> Line graphs Population pyramids Flow maps 	<p>Half Term 2 Glaciers</p> <ul style="list-style-type: none"> Location of erosional and depositional landforms Impact on people and vice versa Climate change Skills: <ul style="list-style-type: none"> Map skills 	<p>Half Term 3 India</p> <ul style="list-style-type: none"> Urban issues Pollution, regeneration Designing cities for the future (e.g., sustainable transport) Globalisation Skills: <ul style="list-style-type: none"> Choropleth mapping
<p>Half Term 4 Global Ecosystems</p> <ul style="list-style-type: none"> Hot environments and tropical rainforests Location, climate, diversity, adaptations Skills: <ul style="list-style-type: none"> Latitude and longitude Climate graphs 	<p>Half Term 5 Fieldwalk Project</p> <p>Students to undertake an individual research project, collecting data, documenting their findings.</p>	<p>Half Term 6 Preparation for EoY examination</p>

History

<p>Half Term 1 The Russian Revolution</p> <ul style="list-style-type: none"> Long Term Causes of Revolution Bolshevik Revolution Communism in Russia Life under Lenin Stalin 	<p>Half Term 2 Dictatorship in Europe</p> <ul style="list-style-type: none"> Hitler and his Rise to Power Mussolini Stalin 	<p>Half Term 3 World War II</p> <ul style="list-style-type: none"> Overview of WW2 – which countries were involved? Why were Germany so successful? The Blitz Evacuation into the countryside Course of WW2 Dunkirk Pearl Harbour Atomic Bomb
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Year 9 Music Curriculum guide

Term 1 Music Overview

Focus: Computer and Video Game Music

Students will explore the fascinating world of computer and video game music. They will learn how composers create soundtracks that enhance gameplay, build atmosphere, and support the action on screen. Through performance, composition, and listening activities, students will gain an understanding of both the history and the creative techniques used in this genre.

What students will be learning:

- Exploring how music is used in a range of video games from different times and styles.
- Recognising and applying common compositional and performance features in video game music.
- Learning how to vary, adapt, and change a melody (character theme) to suit different scenarios and atmospheres.
- Understanding the role of sound effects and how cues are used to enhance gameplay.
- Performing examples of video game music on keyboards.
- Composing short video game themes using both traditional and digital tools.

Key skills developed through ukulele study:

- Performance skills: Playing video game themes and motifs on keyboards with accuracy and expression.
- Composing skills: Creating and adapting character themes, using a variety of compositional devices.
- Listening and appraising skills: Identifying features of video game music and understanding their impact on atmosphere and gameplay.

Assessment:

Students will be assessed through:

- Keyboard performance of video game themes, demonstrating control of technique and articulation.
- A short composition task developing a character theme that changes across different scenarios.
- Listening and appraising activities, focusing on the ability to use correct musical vocabulary when describing video game music.



Year 9 Music Curriculum guide

Term 2

Focus: Music Theory During Ramadan We will use the term during Ramadan to recap topics including:

- World Music and Ensembles. Students will also revise music theory. Following this we will introduce more detail on intervals and how chords are made up.

Key skills:

- Knowledge on the History and Cultural Significance of various musical genres.
- General knowledge of Music Theory.
- Assessment:
- Revision
- Quiz
- Music Theory Test

Term 3

Focus: Raga

Students are taught the history and cultural significance of Raga Music. We learn to perform on guitar/ keyboards using pieces based on authentic Gamelan Melodies and textures. Students learn to improvise and use drones in a similar way to that used in India as a class and in small ensembles. Students are also given the opportunity to add additional sections to their work

Key skills:

- Instrumental Performance
- Ensemble Performance
- Composing in the style of Raga Music
- Historical and Cultural Knowledge

Assessment:

- Instrumental Ensemble Performance
- Raga Music Quiz



Year 9 Curriculum guide

Qatar History - Ministry Curriculum

Half Term 1 <ol style="list-style-type: none"> Qatar National Vision – what it means to be the future of Qatar. <ul style="list-style-type: none"> Ideal world Meaning of the National Anthem Symbolism of the Qatar Flag. 	Half Term 2 <ol style="list-style-type: none"> Contemporary History of Qatar. <ul style="list-style-type: none"> Rulers of Qatar What were their important? achievements – focus on all rulers Qatar's reform politically, socially and economically- modern development. 	Half Term 3 <ol style="list-style-type: none"> Theatres of conflict in the middle east and Mesopotamia during World War I. <ul style="list-style-type: none"> Changes as a consequence of war in the region Terms of the subsequent treaties The battle of Gallipoli, Iraq, The Arab Revolt, the post- war agreements and its effects on Arabia. Intervention of the British in Qatar.
Half Term 4 <ol style="list-style-type: none"> Aspirations of Britain in Qatar. <ul style="list-style-type: none"> Treaties between Britain and Qatar Terms and effects of the 1916 peace treaty Renewal of the peace treaty between Qatar and Britain. 	Half Term 5 <ol style="list-style-type: none"> Manifestations of political and economic renaissance in Qatar <ul style="list-style-type: none"> Political policies Economic renaissance (oil and gas, industry, investment and trade, agriculture, animal and fish production) Social renaissance – Education, Media, health, Sports, social services) 	Half Term 6 <ol style="list-style-type: none"> Qatar's role in supporting Arab and Islamic issues <ul style="list-style-type: none"> Qatar's role in the Islamic world supporting worldwide issues Somalia Lebanon Muslim minorities Foreign politics

Spanish - ¡Viva! Libro 1 (all groups)

Half Term 1 <ol style="list-style-type: none"> Saying what I like best or I am passionate about. Ask someone what they like and dislike (pp. 8-9). Use the present tense IR, HACER, SER (p. 9). The present tense (p. 10). Say what I do on different days (pp. 10-11). Say what type of film I am going to see (pp. 12-13). Talking about your birthday with the preterite tense IR and SER (pp. 14-15). Talk about famous people (pp. 16-17). 	Half Term 2 <ol style="list-style-type: none"> Talking about jobs and careers. Saying what you have to do at work (pp. 32-33). Saying what you would like to do and give details about your ideal job (pp. 34-35). Talking about your future using the near future (pp. 36-37). Describing your job, what qualities are important (pp. 38-39). 	Half Term 3-4 <ol style="list-style-type: none"> Healthy eating, drinking and living. Describing healthy eating choices and not so healthy choices (pp. 54-55). Talking about an active health style (pp. 56-57). Describing your daily routine (pp. 58-59). Talking about getting fit (pp. 60-61). Describing typical aches and pains and minor illnesses (pp. 62-63). Using verbs of obligation, necessity to talk about what exercise you should do, what food you should eat (pp. 60-61). Revision of impersonal verbs with the verb <i>doler</i> (pp. 62-63).
Half Term 5 <ol style="list-style-type: none"> My rights and young people taking action Talking about children's rights (pp. 78-79) Talking about fair trade (pp. 80-81) Talking about recycling (pp. 82-83) Talking about how my town has changed (pp. 84-85) Writing about fundraising (pp. 86-87) 	Half Term 6 <ol style="list-style-type: none"> Talking travel adventures. Meeting a Spanish family (p. 100). Talking about a treasure hunt (pp. 102-103). Buying souvenirs in Spain (pp. 104-105). Saying what you will do in your travel adventure (pp. 106-107). Skills: Surviving in different social situations, saying what you will do depending on the weather, recognising polite forms. 	Revision and exam Preparation <ol style="list-style-type: none"> Assessment preparation Independent project

Year 9 Curriculum guide

Arabic - Ministry Curriculum

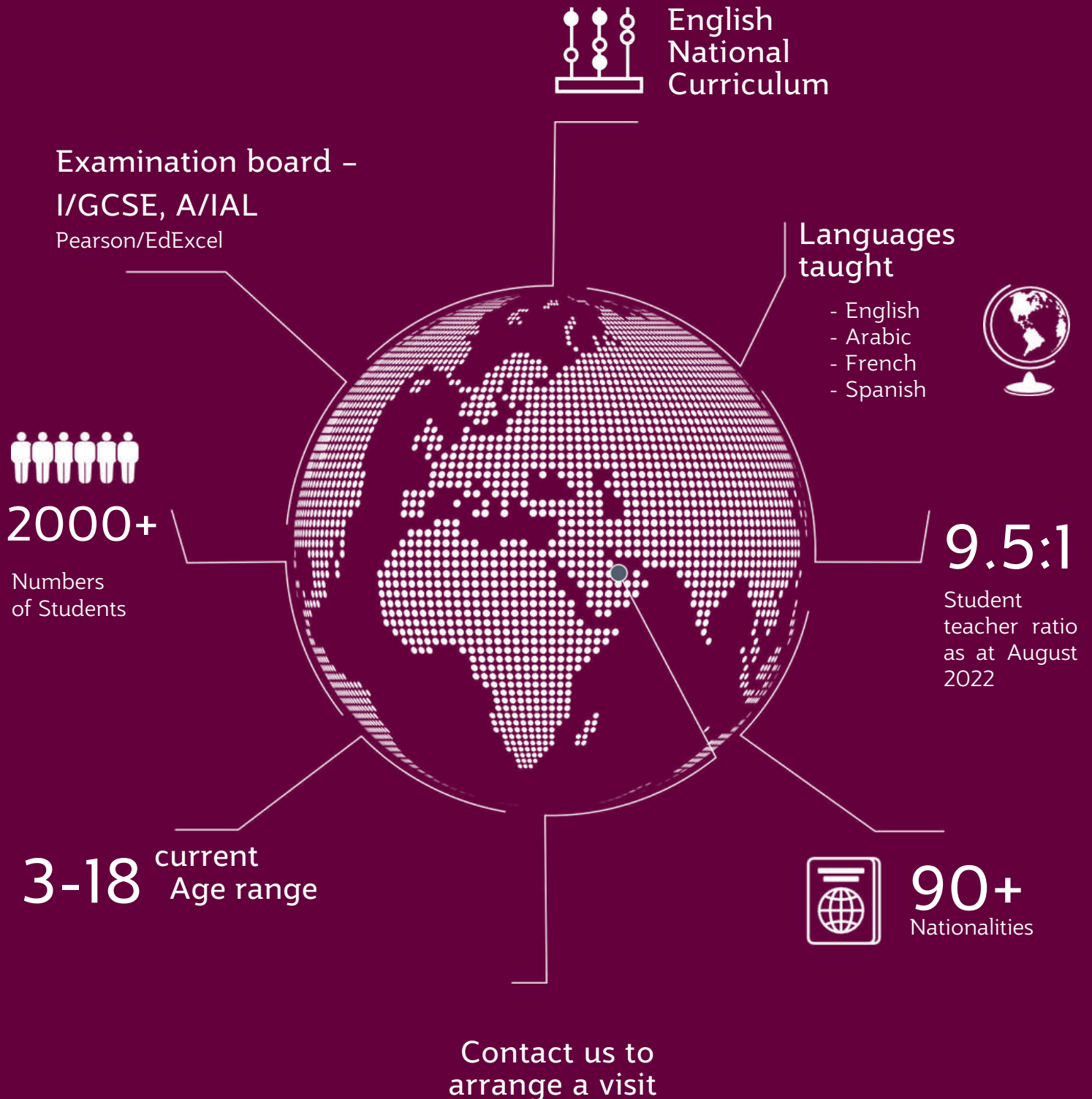
Half Term 1	Half Term 2	Half Term 3
<p>تعريف بالطالب والقوانين والأنظمة.</p> <p>اقرأ الطالب نص إلى ولدي وشرحه ويصبر مفرداته ص 15</p> <p>يميز بين التشبيه والاستعارة ص 23 مع إعطاء أمثلة لكل منهما.</p> <p>تعرف الأفعال المتعديّة والجملة ويطلقها في أمثلة نحوية ص 26</p> <p>يحفظ أبيات من قصيدة ابتسم ص 39</p> <p>يعدّد المحسنات البديعية ويقدّر بينهما ص 46</p> <p>يقارن بين حالات إعراب الفعل المضارع ص 48</p> <p>يستمع إلى نص القبول والأمل ويحيط عن أسئلته ص 52</p> <p>اقرأ نص جسم الإنسان اللغة المحصورة ص 61</p> <p>تعرف على الميزان الصرفي وكيفية وزن الأفعال ص 68</p>	<p>اقرأ الطالب</p> <p>نص من أراق البحر ص 83 ويشرح معانيه ويعرّف مفرداته وخصائص النص.</p> <p>تعرف الأفعال الخمسة وعلامة إعرابها ص 94</p> <p>ينسج حكاية ويتقمص دور أحد الشخصيات في قصة ما</p> <p>يبدّي رأيه في قصة ما ص 104</p> <p>يحفظ أبيات من قصيدة قسطنطين ويعرّف على الشاعر وأهم مفردات النص والفكر الفرعية والرئيسية ص 127</p> <p>اقرأ نص التعليم فوق الجميع ويوضح أهم خصائص النص ويشرح مفرداته ومعانيه والفكر الرئيسية والفرعية ص 109</p>	<p>يتلو الآيات القرآنية من حدي النبوة ص 12</p> <p>يحفظ أبيات من قصيدة نحن هذا ص 21</p> <p>تعرف الأسماء الخمسة ويطلقها في أمثلة من إنشائه ص 27</p> <p>تعرف على المبني من الأفعال (الماضي والمضارع والأمر) ص 134</p> <p>اقرأ نص الرازي يعرف خصائصه ويشرح مفرداته ويستنتج أهم الأفكار الرئيسية الواردة فيه ص 149</p> <p>يكتب تعليق على حدث أو موقف أو مقال ص 164</p>
Half Term 4	Half Term 5	Half Term 6
<p>اقرأ نص الاقتصاد الأخضر ص 41</p> <p>ويشرح معانيه ويستنتج الأفكار الرئيسية والفرعية فيه</p> <p>يحدّد العلامة الإعرابية للمفعول المطلق مع ذكر أمثلة من إنشائه ص 48</p> <p>يكتب نص حول تنمية المواهب والهوايات ص 74</p> <p>يستمع لنص تغلّ الأخر ويحيط عن أسئلته ص 77</p> <p>اقرأ نص السماء ملك الجميع ويعرّف خصائص النص القصصي وأهم الشخصيات في القصة والأفكار الواردة فيه ص 83</p> <p>يحدّد طرفا الزمن والمكان في الجملة ص 93</p> <p>يصف موقف شعور، متعبّد مؤلم من به ص 101</p>	<p>اقرأ الطالب نص السياحة في بلادتي ويعدّد أهم المناطق السياحية في دولة قطر ص 107</p> <p>يحدّد أهم الأفكار الرئيسية والفرعية للنص ويشرح معاني المفردات والتراكيب</p> <p>يحدّد العلامة الإعرابية للتحال ويحدّد في الجمل ص 117</p> <p>يستمع لنص روح المبادرة والابتكار ص 125</p> <p>يحفظ أبيات من قصيدة لوحة الزمن للمتمني ص 133</p> <p>يحدّد الفاظ العقود والأعداد المعطوفة ص 139</p> <p>يبدّي رأيه في أبيات شعرية ص 146</p> <p>يتحدّث عن موضوع الصداقة عن طريق وسائل التواصل الاجتماعي ص 150</p>	<p>اقرأ نص الإسلام دين الرحمة والتسامح ويحدّد الأفكار الفرعية والرئيسية فيه ويشرح مفرداته ص 153</p> <p>يعرّف على اسم الفاعل وعلامته الإعرابية ص 161</p> <p>يكتب دعوة رسمية ويرسلها إلى أحد المؤسسات ص 165</p> <p>اقرأ نص أمن وحماية المعلومات ص 171</p> <p>يعرّف على اسم المفعول ص 178</p> <p>يحدّد الكلمات التي زينت حذفت منها بعض الحروف</p>

Year 9 Curriculum guide

Islamic Studies - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
<p>التعريف بالطلاب والقوانين والأنظمة يتلو آيات من سورة الكهف ص 14 يتعرف تقويم الائم وتاريخها ص 17 يحفظ آيات من سورة القم ص 19 يعدد صفات المتقين وثوابهم ص 22</p> <p>يجتهد في حفظ الحديث الشريف، ويعرف بأراوي ويقرر معاني المفردات والتركيب ص 34 يعدد أهم صفات القرآن الكريم ص 52</p> <p>يوضح أحكام المنسج على الخطين والخبيزة ص 60 يذكر أحداث ووضائع خير ص 70 يقارن بين أحداث مؤنة وخير ص 76 يبين أثر الإخلاص في القول في جميع مجالات الحياة ص 86</p>	<p>يتلو آيات من سورة الكهف ص 96 يتعرف التلخيص وأنواعه ص 9 يحفظ آيات من سورة الحاقة ص 100 يوضح أهمية التجارة الربحة من خلال سورة الصف ص 103</p> <p>يحفظ الحديث الشريف ويقرر معانيه ومفرداته ويعرف بأراوي (نسبه - علمه - وفاته) ص 112</p> <p>يوضح حقيقة الموت والبرزخ والتفج في الصور ص 122</p>	<p>يتعرف على سنن الفطرة ص 132</p> <p>يتقدي بالصحابي مصعب بن عمير رضي الله عنه من خلال سيرته الشريفة (حياته - جهاده - إسلامه - وفاته) ص 142</p> <p>يوضح أثر المسؤولية الأخلاقية في استخدام وسائل التواصل الاجتماعي ص 154</p> <p>يتلو آيات من سورة الكهف ص 14 (كتاب التفصيل الثاني)</p> <p>يحفظ آيات من سورة المعارج ص 17</p> <p>يتعرف جزاء الاستقامة ص 20</p> <p>يحفظ الحديث الشريف، ويعرف بأراوي ويقرر معانيه ومفرداته ص 28</p>
Half Term 4	Half Term 5	Half Term 6
<p>يتعرف مفهوم البيعة والنشور ص 48 يتعرف صلاة الجمعة (ركعاتها - أهميتها - فضلها - ثواب تاركها) ص 58</p> <p>يتعرف صلاة التطوع (فضلها - أهميتها - ص 66 ركعاتها)</p> <p>يوضح رسائل النبي صلى الله عليه وسلم إلى الملوك والأمراء ص 74</p> <p>يبين أهمية غسل البصر وفوائده على الإنسان ص 84</p>	<p>يتلو آيات من سورة الكهف ص 96 يحفظ آيات من سورة توح ص 99 يتعرف نعم الله على خلقه - ويعدد فضل الله عليه ص 102</p> <p>يجتهد في حفظ الحديث الشريف ويعرف بأراوي، ويقرر معاني الحديث ومفرداته وتركيبه ص 112</p> <p>يوضح أهمية السنة النبوية ص 121</p>	<p>يتعرف مفهوم الجنة والنار، ويعدد أهم صفات أهل الجنة والنار ص 130</p> <p>يشرح كيفية أداء الصلاة في كل من (العبد - الاستسقاء - الكسوف - الغسوف - الجائز) ص 138</p> <p>يشرح النتائج من فتح مكة ص 146</p> <p>يوضح أهمية العناية في التصور الإسلامي ص 158</p>

Our school at a glance



British education for
children aged 3-18 years

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