KS3 - Years 7, 8 & 9 Curriculum Guide August 2023

www.oryxschool.qa

Respect | Integrity | Excellence | Compassion | Responsibility

مدرسة اوريكس العالمية

ORYX INTERNATIONAL SCHOOL

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	• 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	• 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	• Mock exams in Nov/Dec. • Most external exams in Jan & May/ June.

School routine

06:50	School gates / doors open
07:15	School gates / doors close
07:15 - 07:30	School starts - Registration taken and Form time
07:30	Lesson 1
08:25	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
15:00	ASAs end - Students must be collected on time
15:30	External ASAs begin - TBC

Registration and Form Time

Each Form Class will meet for 10 minutes at the 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 take place 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 must sign up for at least 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 in order 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	4	Qatar Curriculum (MOE&HE)
Performing Arts	(2)	Complementary studies
QNV (Qatar National Vision Project)	(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 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 Performing Arts QNV (Qatar National Vision Project) 	4 (2) (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 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

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English

Half Term 1	Half Term 2	Half Term 3
War Horse 1. Writing in Character 2. Speaking and Listening - speech writing WW1 History, Context of early 19th Century society, research, character relationship dynamics, sympathy and empathy building, writing in role, comprehension, hot seating, genre writing, narrative points, Report writing, writing to describe.	War Horse 1. Analytical writing 2. Creative writing - fan fiction PEE paragraphs, recognising language devices and explaining their impact, writing to inform, building tension, compare and contrast writing, grammar practice, letter writing, writing to argue, expanding vocabulary.	Our Day Out 1. Write next Act 5 years on 2. Speaking and Listening 3. Writing a letter/diary/monologue / in role (Role play, hot seating, writing in role, character studies, book comic design, research historical context, performance, reading in role, private reading, play script conventions, story boarding, film and play comparison) Letter writing to characters in role/to author.
Half Term 4	**Half Term 5**	**Half Term 6**
Our Day Out 1. Write next Act 5 years on 2. Speaking and Listening (Role play, hot seating, writing in role, character studies, book comic design, research historical context, performance, reading in role, private reading, play script conventions, story boarding, film and play comparison) Letter writing to characters in role/to author.	Introduction to poetry 1. Analysing Poetry 2. Writing a poem Identifying poetic techniques, being aware of the cultural backgrounds of styles of poetry -e.g. Haiku-Japanese, conventions of styles of poetry, structure of poetry, rhythm and rhyme, meaning and tone, analogies, extended metaphors, music and poetry, art and poetry, black out poetry, spoken word, sensory description.	Introduction to poetry 1. Reading assessment exam (School based poems - Growing up, First day at school, The lesson, If, Bully poem) Transition poetry. 2. Comprehension questions, illustrating the poem, learn poetic terms, hot-seating, converting poetry in to prose, sequencing/ comic strips, comparing contrasting poems, PEE paragraph analysis practice.

Mathematics

Half Term 1	Half Term 2	Half Term 3
Module title: • Unit 1 - Data • Unit 2 - Number	Module title: • Unit 3 - Algebra • Unit 4 - Number.	Module title: • Unit 5 - Shape • Unit 6 - Number
Half Term 4	**Half Term 5**	**Half Term 6**
Module title: • Unit 7 - Number • Unit 8 - Shape	Module title: • Unit 9 - Algebra • Unit 10 - Shape	Module title: • Unit 11 - Data

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Science - Pearson Exploring Science 7

Half Term 1	Half Term 2	Half Term 3
1. Cells, Tissues, Organs and Organ Systems 2. Mixtures and Separation 3. Energy	1. Muscles and bones 2. Acids and Alkalis	1. Current electricity 2. Eco system
Half Term 4	**Half Term 5**	**Half Term 6**
1. Forces 2. Particle Model	1. Atoms and Elements 2. Sound	1. Project Learning

Computer Science

Half Term 1	Half Term 2	Half Term 3
APP Creation – Create an APP for Oryx International School 1. APP Reseach 2. APP Design 3. Creation of APP 4. Evaluate APP	Scratch – Creating a Pacman Game 1. Design Game 2. Sprites 3. Actions 4. Variables 5. Finish Game 6. Evaluate Game	Input, Output and Hardware 1. Computer Systems 2. Input and Output devices 3. Hardware 4. Software 5. Memory 6. Build a Computer
Half Term 4	**Half Term 5**	**Half Term 6**
Website Creation 1. Website Research 2. Website Design 3. Navigation and Menu 4. Pages 5. APP Content	Kodu Game Making 1. Design Game 2. Create Game 3. Evaluate Game	Python Programming 1. What is Programming? 2. Block programming compared to High Level Programming 3. Data Types 4. Operators 5. Constants and Variables 6. Inputs 7. Condition Statements - If and else statements

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Art & Design

Half Term 1 & 2

Elements and principles of art and design. Concertina portfolio.

1. Using the art elements and principles, students will explore the interaction between people and the natural world. The impact (change) of the environment on human activity., the impact of scientific advancements on communities and environments.
2. The investigation is supported using a variety of artist models, including:
    - Unity & colour - Jaspar Johns
    - Rhythm & space - Vicent Willem van Gogh
    - Balance & shap - Wassily Kandinsky
    - Emphasis & line - Roy Lichtenstein
    - Contrast & texture - Max Ernst
    - Movement & value - Umberto Boccioni (Futurist)
    - Pattern & form - Bridget Riley (Optical art)

Half Term 3 & 4

Zentangle design

1. Students will experiment and create their own Zentable designs while exploring the nature and purpose of creative expression.
2. Students will explore the concepts of:
    - Unity using proximity
    - Similar elements with variations
    - Working with contrast
    - Emphasis
    - Balance

Key Slills:

- Uses process journal to develop ideas and concepts
- Displays care for work done to the best of their personal ability
- Encouraging contributions from others
- Varies quality of line
- Selecting and rejecting information according to goal
- Use feedback to inform their own artistic development and processes.

Half Term 5 & 6

Linoleum relief printing

1. Inspired by the Biodiversity exhibition by Kurt Jackson.
2. Students will create their own leaf/biodiverse lino design, which illustrates effective use of line, shape, balance and positive and negative space.

Key Skills:

- Printing processes and how to use tools correctly
- How to hold goug + safety rules
- How to use ‘V’ Gouge, its purpose and basic function

Preparedness for class:

- Neccessary materials
- Equipment
- Sketchpad

Formal analysis

Year 7 Curriculum guide

Design Technology

Half Term 1 & 2

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.

Half Term 3 & 4

Pewter Cast Keyring

1. In this project students will design and make a pewter cast piece of jewellery to a given theme.
2. Iin 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.

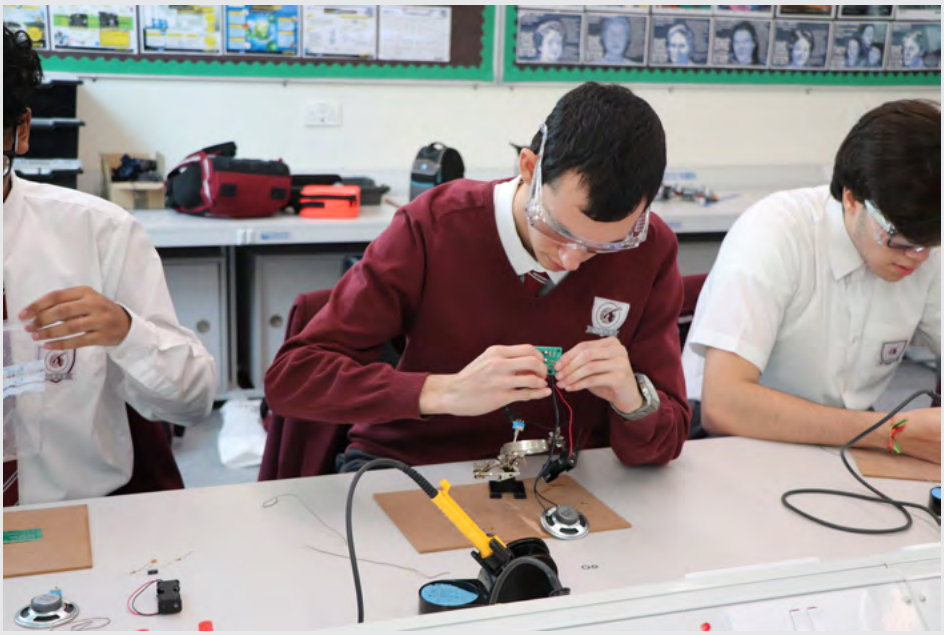
Mini Light Keyring

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-ligh, which can be attached to a key ring.

Half Term 5 & 6

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).



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Drama

Half Term 1

Drama Techniques

1. Students will learn various drama skills and techniques.
2. Basic theatre terminology and formats.
3. Create characters, devise, use scripts and create short performances for assessment.
4. Students will explore a huge variety of drama techniques which they use throughout the subject.
5. Students will learn how they interpret signs and symbols on stage, through space, movement, lighting, sound, characterisation, and character interaction.
6. Students are introduced to technical terms used within the industry.

Half Term 2

Drama Techniques continued

1. Techniques covered:- Hot seating, Characterisation, still image, flashback, mark the moment, messenger, split- stage, narration, slow motion, choral speaking, performer as resource, physical theatre, sound scape and dramatic irony.
2. Understanding how to manipulate the language of theatre through:
   - Hot and cold spots on stage
   - Highlighting specific moments through lighting, sound, movement
   - Creating a lighting and sound cue sheet

Half Term 3

Ancient Greece

Learning Objectives: To explore theatrical convention and to what extent this is defined by the social and historical context of the performance.

1. To develop students ability to create character, using Greek characters, myths and texts as their basis.
2. To use the dramatic structure of Greek Theatre as the form through which students create their own stories and performances.

Outcomes:

- Where European Theatre began, based on rituals.
- Stage configuration, role of the chorus
- Identify 2 Playwrights and a play written by them as well as a Greek Myth

Half Term 4

Ancient Greece with plays

1. Develop work onto various Greek texts.
2. Various Scripts from Greek Theatre.
3. The origins of Ancient Greek Theatre, The Gods, The Chorus, Zeus, Euripides, Sophocles, Medea, Antigone, Oedipus, Amphitheatre, Pandora's Box, Masks, Comedy and Tragedy, Thespis, Hubris

Half Term 5

Drama Techniques

4. Students will learn various drama skills and techniques.
5. Basic theatre terminology and formats.
6. Create characters, devise, use scripts and create short performances for assessment.
7. Students will explore a huge variety of drama techniques which they use throughout the subject.
8. Students will learn how they interpret signs and symbols on stage, through space, movement, lighting, sound, characterisation, and character interaction.
9. Students are introduced to technical terms used within the industry.

Half Term 6

Python Programming

Drama Techniques continued

1. Techniques covered:- Hot seating, Characterisation, still image, flashback, mark the moment, messenger, split- stage, narration, slow motion, choral speaking, performer as resource, physical theatre, sound scape and dramatic irony.
2. Understanding how to manipulate the language of theatre through:
   - Hot and cold spots on stage
   - Highlighting specific moments through lighting, sound, movement
   - Creating a lighting and sound cue sheet

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French - Accès Studio & Studio 1

Half Term 1	Half Term 2	Half Term 3
Introduction to French / C'est Perso using Accès Studio/Studio 1: Numbers (AS 6-7), age, days & months, birthday (AS 6-9), School bag items (AS 10-11) Introductions & how you are (AS 4-5); Describing yourself	C'est Perso / Mes passetemps using Accès Studio / Studio 1: 1. Family members (AS 20-21), Adjectives & agreement (S1 12-13, 23), Hair & eye colour and describing others (S1 14-17), Pets (AS 18-19), Colours & agreement (AS 16-17) 2. Assessment 1	Mon portable et mon ordi et mon college using Studio 1: 1. Computer and mobiles (S1 50-51), 2. School and school Subjects (S1 28-29) 3. Opinions on school and school subjects (S1 30-31) 4. Daily routine (S1 92-93)
Half Term 4	**Half Term 5**	**Half Term 6**
Mon collège using Studio 1: 1. SayTime & Describe timetable (32-33), 2. Writing exam preparation 3. Assessment 2 4. Cultural difference between the French & English system (S1 40/41)	Sing Accès Studio / Studio 1: 1. Weather (AS 28-29), 2. Basic sports & opinions (AS 14-15) 3. Beginner hobbies & opinions (S1 8-9)	Introduction to French / Ma zone using Accès Studio / Studio 1: 1. Sports (S1 52-53) activities including links to weather (S1 54-55), 2. Hobbies you like doing (S1 56-57), discuss the speaking and writing exam

Geography

Half Term 1 - 2	Half Term 2 - 3	Half Term 3
Geography Skills: 1. Continents, oceans, mountains, landmarks, major countries 2. Skills: locating major world physical geog features, OS maps – grid references /contours/relief/ scale. 3. This will run into Half Term 1.	Natural Hazards including Geography skills will begin in Half Term 2 and contineu in Half Term 3: 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.	Natural Hazards including Geography skills will begin in Half Term 2 and continue in Half Term 3: 1. Structure of earth, Plate boundaries, Plate movements and associated features, earthquakes, volcanoes 2. Skills: latitude and longitude, interpreting photos, graphical skills.
Half Term 4	**Half Term 5 - 6**	
Resource issues: 1. Energy; renewable/non-renewable, fracking, climate change; Blood diamonds, sustainability; waste management 2. Skills: graphical skills	Rivers: 1. Processes, features, flooding and flood management 2. Skills: annotating photographs, field sketching, choropleth maps of flooding, hydrographs)	

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History

Module 1

Ancient Civilisations

1. Students will investigate a range of ancient civilisations and will explore what is meant by the term 'civilisation'.
2. They will compare similarities and differences and will also be introduced to key skills, e.g. chronology, how historians use sources. This will extend into Term 2.

Module 2

What impact did ancient civilisations have on the world?

1. Students will invetigate a range of ancient civilisations and will explore what is meant by the term 'civilisation".
2. They will compare similarities and differences and will also be introduced to key skills, e.g. chronology, how historians use sources.
3. Project on Ancient Civilisations.

Module 3

Why is the Mughal Empire significant?

1. Students will investigate when the Mughal Empire existed, key events in its rise and why it ended.
2. This will support their chronological understanding and will also challenge their ability to explain cause and consequences.
3. Research Project - Comparing cities around the world.

Module 4

Significance - how do we use criteria to make judgements on historial significance?

1. Students will consider what is meant by 'historical significance'.
2. They will develop criteria to make a judgement on sifnigicancre and then will research and produce a project on a historically significant person or even of their choice.
3. Project - select a topic of their choice and explain why it is historically significant.

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Music

Half Term 1

Blues music

Students begin secondary music by learning about 'the Blues'.

We learn about chord sequences (12 Bar Blues), students learn to play a bluse bass line and melody.

We look at improvisation on the Blues Scale.

Students learn the historical and cultural significance of the blues, the heavy African influence and an introduction to the politics at the time of the origins of Blues Music.

Key Skills:

Guitar performance, reading tab and musical notation and performing in an ensemble.

Assessment

- Individual and ensemble peformance
- Blues background quiz
- Improvisation

Half Term 2

Keyboard skills

Students are introduced to keyboard instruments by learning a range of pieces of varying difficulty on the electronic keyboards.

The music students learn ranges from one handed extracts with a limited range to longer extracts using two hands with more rhythmic / fingering complexity.

Students learn the origins of the keyboard, how it developed over time into many different instruments and the cultural significance of the instruments.

Key skills:

Keyboard peformance (both solo and pairs), playing with correct fingering, playing in time and eading musical notation.

Assessment

- A range of short performances
- Keyboard
- Instrument quiz

Half Term 3

African drumming

Students ar taught the history and cultural significance of African drumming (linking to the Blues Music taught).

We learn to perform on teh Djembe using pieces based on authentic African rhythms and performance practice.

Students lear to read drum notation and peform with correct technique (bass, tone, slap and flam) as a class and in small ensembles.

Students are also given the opportunity to add rhythmmic improvisation to their work.

Key skills:

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

Assessment

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

Half Term 4

500 miles

Students learn to peform an adapted version of the song '500 miles' by the Proclaimers.

Students have the option of singing, peforming on guitar, peforming on keyboards, or their own instrument.

They learn the importance of each part in the ensemble.

Students practice individually on their chosen part and then work together to perform the song in a small ensemble.

Key skills:

Vocal/instrument peformance, ability to follow a pop song, structure and reading tab notation.

Assessment:

- Accurate performance of individual part and in an ensemble.

Half Term 5

Music theory during Ramadan.

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 and Grand Staff.

Key skills:

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

Assessment:

- Revision
- Quiz
- Musical notation

Half Term 6

Guitar skills
Students are given a recap on guitar technique from earlier in the year. Students then move on to learning pieces of varying difficulty using both tabs and notation.
They learn ranges from short extracts with a limited range to longer extracts using more strings and complex rhythmic / fingering complexity.
They learn the originas of the guitar family, how it developed over time into many different instruments and the cultural significance of the instruments.

Key skills:

Keyboard peformance, (solo and in pairs), playing the correct fingering and in time, and reading musical and tab notation.

Assessment:

- A range of short performances
- Guitar history
- Quiz

Year 7
Curriculum guide

Qatar History - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
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	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	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	**Half Term 5**	**Half Term 6**
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	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. How does a nation acquire culture? 3. The factors affecting the development of Arab-Islamic culture (Religion, language, customs and traditions)	Role of Qatar in Maintaining the Arab Islamic Culture 1. Purpose of the ministries 2. Different ministry's aims and achievements 3. Events in Qatar that promote Arab-Islamic culture

Spanish - ¡Viva! Libro 1 (all groups)

Half Term 1	Half Term 2	Half Term 3
Module 1: Mi Vida 1. Phonics – Alphabet (p.15) & 2. Introducing yourself (pp. 8-9); 3. Talking about age; 4. Using the verb tener (to have) (pp.12-13); 5. Saying when your birthday is; Using numbers and the alphabet (pp.14-15) 6. Talking about pets; Making adjectives agree with nouns (pp.16-17)	Module 1 1. Talking about your personality; Using adjectives that end in –o/-a (pp. 10-11); 2. Talking about age, brothers and sisters; Using the verb tener (to have) (pp.12-13); 3. Assessment preparation 4. Assessment 5. Assessment correction	Module 2: Mi tiempo libre 1. Phonics. 2. Saying what you like to do; giving opinions using me gusta + infinitive (pp.30-31); Saying what you do in your free time; Using –ar verbs in the present tense (pp.32-33); Talking about the weather; Using cuando (when) (pp. 34-35); 3. Using Saying what sports you do; Using hacer (to do) and jugar (to play) (pp.36-37)
Half Term 4	**Half Term 5**	**Half Term 6**
Module 3: Mi insti 1. Phonics 2. Saying what subjects you study; Using –ar verbs to say what 'we' do (pp. 54-55);Giving opinions about school subjects; Using me gusta(m) + el/la/los/las (pp. 56-57); Describing your school; Using the correct words for 'a', 'some', and 'the' (pp.58-59); EXTRA Talking about break time; Using –er and –ir verbs (pp. 60-61); EXTRA Understanding details about schools; Using prediction as a listening strategy (pp. 62-63)	The concept of culture, its resources Module 4: Mi Familia y mis amigos 1. Phonics. 2. Describing your family; Using possessive adjectives (pp.76-77); Describing your hair and eyes colour; Using the verbs ser and tener (pp. 78-79); Saying what other people look like; Using verbs in the third person (pp. 80-81); Describing where you live; Using the verb estar (pp. 82-83); EXTRA Reading about the carnival in Cádiz; Looking up new words in a dictionary (pp.84-85)	Modules 1,2 & 3 Revision 1. Assessment preparation 2. Speaking Assessment 3. Assessment Feedback & Preparation for Y8

Year 7
Curriculum guide

STEM

Half Term 1 & 2

Steady Hand Game (Electronics)

1. Students design a prototype electronic system that could be embedded in to a young child's activity toy that uses a number of inputs and outputs.
2. Th toy will need to match the age of the child and take into account the environment in which it is expected to function.
3. The focus is to adapt a design problem to a particular use and create a specification based on the design brief that results in an appealing, functional and innovative product.
4. Students must also present their ideas and refine their design ideas based on feedback.

Half Term 3 & 4

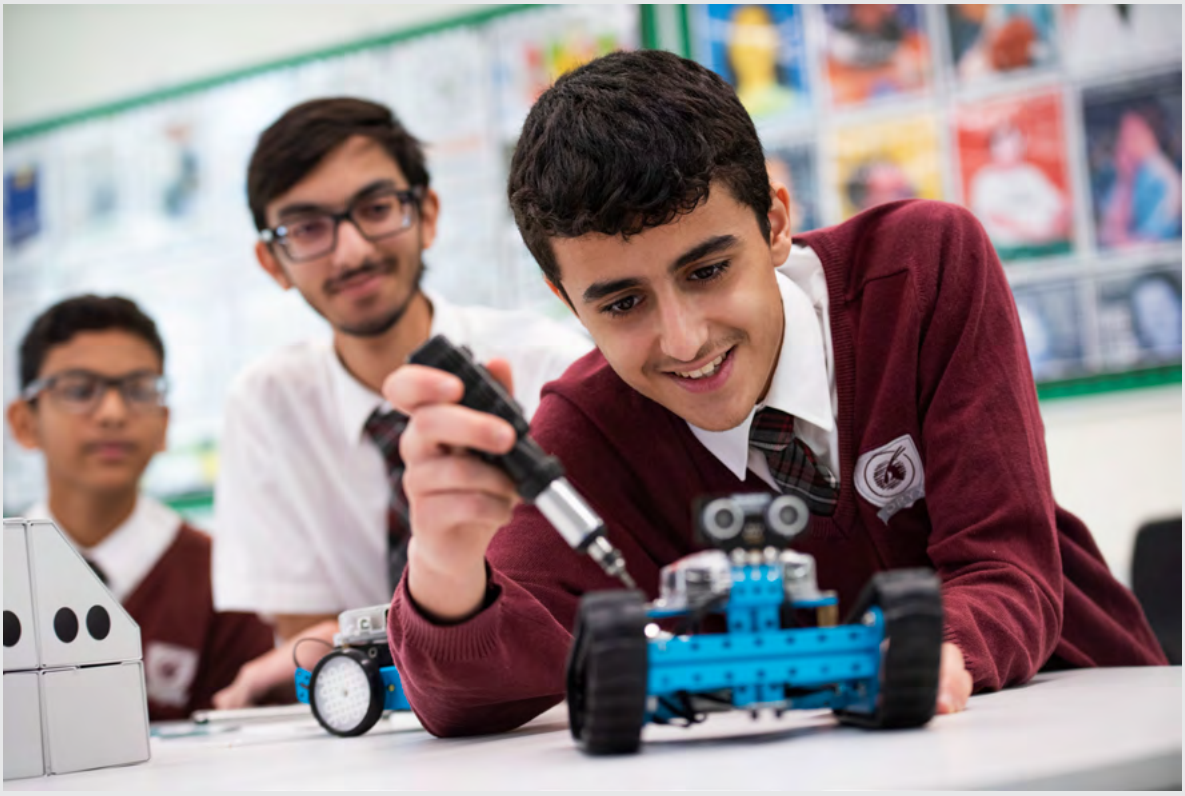
Structures and Mechanisms

1. Students will design and build a series of structural items including; bridges, mechanical hands and hydraulic systems.
2. Students will work individually and in teams by following an engineering design process.
3. These hands-on engineering projects mimic that of engineering techniques.
4. They wil either use simple hydraulic systems made from plastic syringes and tubing or be made with simpled mechanical tiggers with hinges.
5. Once complete, students can test the ability of their hand, bridge or crane.

Half Term 5 & 6

Self-propelling Vehicles

1. Automobile manufacturers across the world are working to design and build cars that are energy-efficient and emit less pollution into the air, while still allowing the driver to go long distances.
2. Students will be challenged to create a car out of recycled materials that can move on its own without a battery or motor.
3. From balloons, rubber bands, gravity or with a push students will engage in designing, developing and experimentation of their self-propelled vehicles.



Year 7
Curriculum guide

Arabic - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
تعريف بالكتاب والقوانين والأنظمة. يقرأ الطالب نص الهواية جيدة متجودة ويترجمه ويفسر مفرداته ص 17 يميز بين الفعل المتعدي واللازم والفعل المتعدي ص 24 مع إعطاء أمثلة لكل منهما. يتعرف أهمية ممارسة الرياضة ص 27 يحفظ أبيات من القصيدة رسالة إلى سائق مشهور ص 33 يتعرف إلى فعل الأمر ص 40 القاعدة الإملائية الهمزة المتوسطة ص 44 يستمع إلى نص جابر عثرات الكرام ويجيب عن أسئلته ص 47 يقرأ نص أبو الرحلة ص 55	يقرأ الطالب نص من قصة الثلج ص 75ويفسر معانيه ويتعرف مفرداته وخصائص النص يتعرف إعراب الفعل المضارع ص 83 التعبير الكتابي حيل الخير ص 86 يتعرف الهمزة المتطرفة ص 87 يقرأ الطالب نص يوميات مسافر إلى الصين ص 95 ويوضح أهم خصائص النص ويفسر	يتعرف كان وأخواتها ويطبقهما في أمثلة من إنشائه ص 102 يتعرف خصائص كتابة نص المذكرات اليومية ص 106 يقرأ نص قصيدة التسامح يتعرف خصائصه ويفسر مفرداته ويستنتج أهم الأفكار الرئيسة الواردة فيه ص 111 يتعرف إن وأخواتها ويطبقهما في أمثلة من إنشائه ص 118 يحزر القاعدة الإملائية التنوين ص 122 يستمع إلى نص حكمة أمير ويجيب عن أسئلته ص 126
Half Term 4	**Half Term 5**	**Half Term 6**
يقرأ نص سفالة الحديد القطرية ص 135 ويفسر معانيه ويستنتج الأفكار الرئيسة والفرعية فيه يكتب نص حول الفقر ليقصة وعنوان ص 144 مراجعة القواعد الإملائية السابقة ص 146 (كتاب الفصل الدراسي الثاني) يقرأ الطالب نص من صناعة الشهرة الزائفة ص 18ويفسر معانيه ويتعرف مفرداته وخصائص النص يتعرف الفعل الماضي المبني للمجهول ص 28	يحفظ الطالب أبيات من نص مساء الخير يا وطني ص 37 يحدد أهم الأفكار الرئيسة والفرعية للنص ويفسر معاني المفردات والتراكيب يتعرف الفعل المضارع المبني للمجهول ص 45 يستمع لنص منعطف الثلج فيصل بن قاسم آل ثاني ص 50 يقرأ الطالب نص قصة الجزيرة المجهولة ص 58 يتعرف اسم المفعول ص 70 يلخص القصة ص 72 يتعرف طريقة كتابة حرف الهاء بخط الرقعة ص 73	يقرأ نص زيارة المعلمات ويحدد الأفكار الفرعية والرئيسة فيه ويفسر مفرداته ص 77 يتعرف على القاعدة الإملائية لحذف النون للإضافة ص 91 يصمم الطالب إعلان مراعيا الخصائص المتعلقة به 89 يحفظ أبيات من نص النعلة الصديقة ص 97ويحدد الأفكار الرئيسة والفرعية ويفسر مفرداته يتعرف على الحال ص 106 يميز الهمزة الممدودة ص 110 يستمع لنص قصة كتاب ويقوم بحل الأسئلة المتعلقة به ص 112

Year 7
Curriculum guide

Islamic Studies - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
التعريف بكتاب وأقوانين والأنظمة يتلو آيات من سورة الأحزاب من 14 يتعرف لأحكام النون الساكنة والتنوين من 18 يحفظ آيات من سورة الإنسان من 23 يعدد دلائل قدرة الله تعالى من 27 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويفسر معاني المفردات والتراكيب من 36 الإيمان باليوم الآخر من 46 يوضح أحكام النجاسات من 54 يذكر أحداث يوم بدر ، يوم الفرقان من 62	يبين فضل الدعاء وآدابه من 72 يتلو آيات من سورة الأحزاب من 82 يتعرف أحكام النون الساكنة والتنوين من 86 يحفظ آيات من سورة المرسلات من 90 يوضح وصايا لقمان لابنه من خلال سورة لقمان من 95 يحفظ الحديث الشريف ويفسر معانيه ومفرداته ويعرف بالراوي (نسبه – مولده – وفاته) من 106	نبي الله شعيب من 116 يتعرف على أحكام اليتيم من 122 يقتدي بالصحابي علي بن أبي طالب رضي الله عنه من خلال سيرته الشريفة (حياته – جهاده – إسلامه – وفاته) من 130 يوضح أثر العلم وكظم الغيظ من 138 يتلو آيات من سورة فاطر من 14 (كتاب الفصل الثاني)
Half Term 4	**Half Term 5**	**Half Term 6**
يحفظ آيات من سورة النبأ من 21 يتعرف تفسير سورة الملك من 25 يحفظ الحديث الشريف ويعرف بالراوي ويفسر معانيه ومفرداته من 34 يتعرف مفهوم الإيمان بالقدر من 48 يتعرف مفهوم سجود السهو من 58 يتعرف يوم أحد من 68	يوضح مفهوم الإحسان من 78 يتلو سورة فاطر من 90 يحفظ سورة النازعات من 99 يفسر أهوال يوم القيامة من خلال سورة الحاقة من 103 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويفسر معاني المفردات والتراكيب من 114	يقتدي بالأنبياء من خلال " نبي الله أيوب عليه السلام " من 124 يتعرف أحكام صلاة الجماعة من 132 يقتدي بالصحابية نسيبة بنت كعب الأنصارية رضي الله عنها من خلال سيرتها الشريفة (حياتها – جهادها – إسلامها – وفاتها) من 140 أهمية المحافظة على البيئة من 150

Subject information
Year 8

Year 8 Curriculum guide

English

Half Term 1	Half Term 2	Half Term 3
Private Peaceful 1. Charlie and Tommo's letter home 2. Comprehension based on Private Peaceful (Historical research, character study, PEE practice, silent private personal class reading course, reading diaries, film and novel comparisons, language skills practice, quote quest, chronology, writing in role, diaries, letters, newspaper responses, advertising propaganda posters, music, contextual research).	Private Peaceful 1. Charlie and Tommo's letter home 2. Comprehension based on Private Peaceful (Historical research, character study, PEE practice, silent private personal class reading course, reading diaries, film and novel comparisons, language skills practice, quote quest, chronology, writing in role, diaries, letters, newspaper responses, advertising propaganda posters, music, contextual research).	Romeo and Juliet 1. Comprehension 2. Writing (imaginative written response-writing in role (Contextual research, language analysis, PEE paragraphs, story boards, soliloquy, writing in role, diaries, letters, newspapers, hot seating, cover design, costume design, labelling, comprehension questions, character study, scene analysis).
Half Term 4	**Half Term 5**	**Half Term 6**
Romeo and Juliet 1. Comprehension 2. Writing (imaginative written response-writing in role (Contextual research, language analysis, PEE paragraphs, story boards, soliloquy, writing in role, diaries, letters, newspapers, hot seating, cover design, costume design, labelling, comprehension questions, character study, scene analysis).	Poetry from different cultures (Analysis, annotation, research, comprehension/worksheet/imagery drawing, PEE paragraphs, STRIVE, presentations, poetry into prose) Present from my aunt in Pakistan. Unseen poetry, rewriting poetry into prose, illustrating poetry, culture research, personal writing, annotations, ven diagrams.	Poetry from different cultures (Analysis, annotation, research, comprehension/worksheet/imagery drawing, PEE paragraphs, STRIVE, presentations, poetry into prose) Present from my aunt in Pakistan. Unseen poetry, rewriting poetry into prose, illustrating poetry, culture research, personal writing, annotations, ven diagrams.

Mathematics

Half Term 1	Half Term 2	Half Term 3
1. Unit 1 - Number 2. Unit 2 - Algebra	1. Unit 3 - Shape 2. Unit 4 - Algebra	Unit 5 - Algebra Unit 6 - Number
Half Term 4	**Half Term 5**	**Half Term 6**
1. Unit 7 - Data 2. Unit 8 - Number	1. Unit 9 - Shape 2. Unit 10 - Data	1. Unit 11 - Algebra

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Curriculum guide

Science

Half Term 1	Half Term 2	Half Term 3
1. Food and Nutrition 2. Combustion 3. Fluids	1. Plants and their reproduction 2. The periodic table	1. Light 2. Breathing and respiration
Half Term 4	**Half Term 5**	**Half Term 6**
1. Metals and uses	1. Energy transfers 2. Unicellular organisms	1. Rocks 2. Earth and Space

Computer Science

Half Term 1	Half Term 2	Half Term 3
Programming 1. What is Programming? 2. Block programming compared to High Level Programming 3. Data Types 4. Operators 5. Constants and Variables 6. Inputs 7. Condition Statements - If and else statements	Programming 1. Strings 2. Arrays 3. Loops 4. Design System 5. Create a System 6. Evaluate System	Computational Thinking, Encryption & Algorithms 1. Intro to Computational Thinking 2. Encryption 3. Cipher Wheel 4. Morse Code 5. Number & Mobile Phone Cipher 6. Pigpen Cipher 7. Vigenere Cipher 8. Rail Fence Cipher 9. Flow chart Algorithms
Half Term 4	**Half Term 5**	**Half Term 6**
Databases – Superhero Databases 1. Introduction to Databases 2. Primary keys & DBMS 3. Intro to SQL 4. Create a Database 5. Evaluate Database	Spreadsheets 1. Rows and columns 2. Tables 3. Formatting 4. Formulae 5. Graphs	Representation of Data 1. Binary to Denary 2. Adding Binary Numbers 3. Denary to Binary 4. Hexadecimal numbers 5. Logic Gates

Year 8 Curriculum guide

Art & Design

Half Term 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 used 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.

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Curriculum guide

Design Technology

Term 1 & 2

Clock Project (Design History

1. The clock project combines different coloured pieces of acrylic to create an innovative product, which can be indivually designed around a theme and manufactured by students.
2. In this project pupils will work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance.
3. They will develop their understanding of designing and making and expand their practical skill.
4. The will use Computer Aided Design and Manufacture, as an integral part of designing and making process.

Term 3 & 4

Board Game (Paper and Boards / Packaging)

1. Students will design and manufacture a prototye interactive board game.
2. The board has to be able to sense and respond to the player's pieces and then create random effects such as lighting and sound.
3. The board may also include an embedded dice using an appropriate display system.
4. Students will develop design strategies to develop ideas that meet a design brief, use CAD to develop as basic design and develop an appropriate programme.
5. The will need to be aware of costs and processes in manufacture, present their ideas and evaluate their proposed solution.

Term 5 & 6

Puzzle Project

1. Students will be required to design and make a puzzle for children aged between 5 to 10 years old.
2. It is the students decision on the type of game that they make (pin ball, maze, board game, etc) and the difficulty level.
3. The project allows pupils to understand basic principles of product analysis, design, development, material properties, processes, evaulation of a product and testing.

Year 8 Curriculum guide

Drama

Half Term 1

Melodrama

What is melodrama?

- Research period/style/genre

1. Students will explore physicality in role
2. Students will develop structured improvisations, relating to style and characters in melodrama
3. Students will perform and direct small extracts of existing text
4. Students will move further in their understanding of the relationship between actor and audience in theatre, with reference to Victorian conventions
5. An introduction to Victorian theatre
6. An introduction to Melodrama as a genre and a style of performance.
7. To explore the notion of stock characters

Half Term 2

Tension

To explore how to create tension on stage in : relationships, Surprise, Mystery

1. To create scenes in which status is explored and manipulated to create tension
2. To apply learning to an extract of Text
3. Explore various scripts from Shakespeare to Modern Day.
4. Look at the news articles to recreate dramatic tense events.
5. Outcomes
   - of scenes linked through story, which will explore different techniques of creating tension.
   - Students will then apply this learning in realising a piece of text.
6. Focus is on tension in duologue, and will explore links between Shakespeare and soap opera

Half Term 3

Introduction to Elizabethan Theatre (looking at Hamlet, Macbeth and Romeo and Juliet)

1. To learn and use basic types of stage fighting
2. To begin to consider how conflict and resolution are a fundamental part of building a role-play.
3. To be introduced to the thrust/ apron stage
4. To consider the use of space when performing understanding the use of blocking, sightlines and justification
5. To use sound and movement to develop the atmosphere and characters in a scene
6. To develop understanding of the different ways in which text can be performed
7. To work in a group developing a prepared improvisation based on discord
8. To understand the term blocking and begin to consider proxemics.

Half Term 4

Physical Theatre/Surrealism

1. To introduce physical theatre as a style of performance
2. To introduce the key rules and safety issues involved in physical theatre
3. Students will learn Physical characteristics
4. Theatre de Complicite – levels of tension.
5. To develop group skills through trust games and choral work
6. To explore movement in unison and canon through choral work
7. Reimagining fairy tales through movement
8. Recapping on Year 7 mask work but adding more technique and skill.

Half Term 5

Aladdin Live Theatre SUMMER project

1. To watch live theatre production (online) of Aladdin.
2. To analyse and critic the performance and design elements.
3. To perform elements of production.
4. To explore characterisations.
5. To make set models from performance.
6. To design costumes and label them.

Half Term 6

Continuation of Aladdin project. Choosing to be either performer or designer to produce final work for assessment.

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Curriculum guide

French - Accès Studio & Studio 1

Half Term 1	Half Term 2	Half Term 3
Studio 2 vert - Module 1 'T'es branché(e)': 1. Tv programs, film types, book genres & opinions (p8-13), internet uses (p14-15), Hobbies linked to weather and verb ALLER (p16-17) PLUS –er verbs, avoir, être & faire 2. GRAMMAR: activities last night, -er verbs in perfect tense (p16-17)	Studio 2 vert - Module 2 'Paris touristique/je t'adore': 1. Activities you can do & like doing (on peut/j'aime + inf – p28-31) & why, formulating questions (p32-33), holiday activities in perfect tense using –er verbs (p34-37), preparation for the photocard speaking test 2. GRAMMAR: -ir/-re, irregular & être perfect verbs	Studio 2 vert - Module 3 'Mon identité': 1. Personality adjectives & agreements (p48-49), activities within relationships / friendships (p50-51), music types & opinions (p52-53), clothes you wear/are going to wear & colours and agreement (p54-55), past tense activities (p56-57), preparation for the writing assessment 2. GRAMMAR: reflexive verbs (p50) and all 3 tenses (p56-57)
Half Term 4	**Half Term 5**	**Half Term 6**
Studio 2 vert - Module 3 'Mon identité': 1. Personality adjectives & agreements (p48-49), activities within relationships / friendships (p50-51), music types & opinions (p52-53), clothes you wear/are going to wear & colours and agreement (p54-55), past tense activities (p56-57), preparation for the writing assessment 2. GRAMMAR: reflexive verbs (p50) and all 3 tenses (p56-57)	Studio 2 vert - Module 4 'Chez moi, chez toi'. 1. Where you live, rooms of the house, prepositions, breakfast, lunch & dinner, quantities of food, opinions, events including future tense (je vais + inf) 2. Extension: comparatives (p69), events in all 3 tenses (p76-77)	Studio 2 vert - Module 4 'Chez moi, chez toi'. 1. Where you live, rooms of the house, prepositions, breakfast, lunch & dinner, quantities of food, opinions, events including future tense (je vais + inf) 2. Extension: comparatives (p69), events in all 3 tenses (p76-77)

Geography

T 1 - 2
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).
T 2 - 4
International Development : 1. Indicators of development, countries at differing stages of development (skills: mathematical skills – mean, range, median, mode, calculating percentages).
T 4 - 5
Coast Fieldwork (possibly) 1. Opportunity to collect primary data and write up a report based on the evidence.
T 5 - 6
Coasts: 1. Coastal processes, landforms and defences (Skills: annotating photos, OS map skills, field sketches)

Year 8
Curriculum guide

History

Term 1	Term 2	Term 3
British empire and the transatlantic slave trade. 1. The development of the British Empire - Who built the Empire? 2. Trade in the empire 3. Britain's Transatlantic slave trade - Its effects and its eventual abolition 4. India – impact on society 5. Eventual collapse of the Empire.	Civil Rights / Suffragettes 1. Women before 1900 2. Suffrogettes vs Suffragists 3. Impact of the suffrogette movement 4. Brown vs Topeka 5. Emmett Till 6. Rosa Parks 7. Non-violent protest 8. Violent protest	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 5. Poppy Day 6. Treaties 7. Post war impact 8. Cost of War 9. Independence for Ireland

Year 8
Curriculum guide

Music

Half Term 1a

Topic: Composer/Titanic Keyboard Performance

Brief Overview:

1. Students learn to perform the main theme song from the "Titanic" on the keyboards. Initially they learn the melodic line and move on to add in the chordal accompaniment using the auto harmonize feature on the keyboards.
2. Students also learn about 5 historically noted composers by reading and listening

Key Skills:

- Solo Keyboard Performance
- Use of Music Technology
- Historical and Cultural knowledge

Assessment

- Keyboard Performance
- Composers Quiz

Half Term 1b

Topic: We Will Rock You

Brief Overview:

1. Students learn to perform in groups an adapted version of the famous song by the band Queen.
2. Students have a choice of instrumental or vocal parts.
3. Students learn how to include their own musical ideas within the song, extend and develop the original material.

Key skills:

- Ensemble Performance
- Instrumental/Vocal Performance
- Composition and Improvisation in a Rock Music style

Assessment

- Ensemble Performance
- Composition/Improvisation

Half Term 2a

Topic: Gamelan

Brief Overview:

1. Students are taught the history and cultural significance of Indonesian Gamelan Music.
2. We learn to perform on tuned percussion/keyboards using pieces based on authentic Gamelan Melodies and textures.
3. Students learn to read and compose using numeric notation similar to that used in Indonesia as a class an in small ensembles.
4. 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

Half Term 2b

Topic: Composing with Modes

Brief Overview:

1. Students learn the origins and significance of the Modal system. Students listen to examples of modal music from various cultures and times.
2. Students use the Aeolian and Dorian modes on the keyboard to compose and improvise extended composition using binary, ternary and rondo forms.

Key skills:

- Composing using modal tonality
- Keyboard Performance
- Composing extended pieces
- Knowledge of music structures.

Assessment

- Modes Quiz
- Composition
- Keyboard Performance

Half Term 3a

Topic: Music theory during Ramadan.

1. We will use the term during Ramadan to recap topics including Gamelan and Modes.
2. Students will also revise music notation.
3. 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:

- Revision Quizzes
- Musical Notation and Rhythm Test

Half Term 3b

Topic: Waka Waka

Brief Overview:

1. Students learn to perform an adapted version of the song "Waka Waka" by J.Hill.
2. Students have the option of singing/performing on guitar/ performing on keyboard/their own instrument. They learn the importance of each part in the ensemble.
3. Students practice individually on their chosen part and then work together to perform the song in a small ensemble.

Key skills:

- Vocal/Instrumental Performance
- Ability to follow a pop song structure
- Reading Tab Notation
- Reading Musical Notation
- Performing in an Ensemble

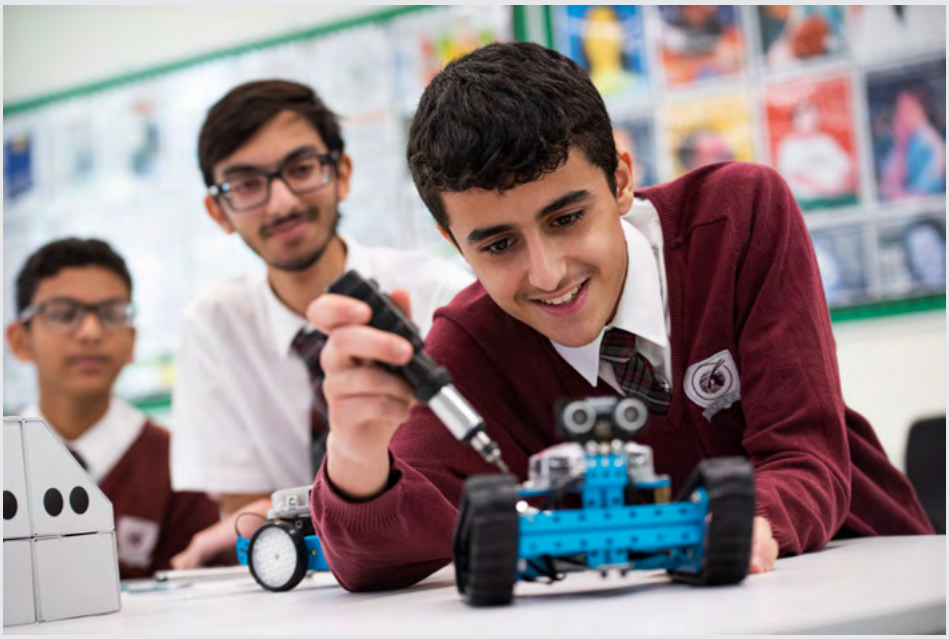
Assessment:

- Accurate performance of individual part
- Accurate performance in an ensemble

Year 8
Curriculum guide

Qatar History - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
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	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	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	**Half Term 5**	**Half Term 6**
Qatar under the Ottoman rule 1. Ottoman-Qatari Relationship 2. Reason for the Battle 3. Rulers at that time	Qatar and Human rights 1. Qatar's participation in social improvements and relations around improving the rights of people, international relationsImportance of agencies like the Red Crescent and Qatar foundation 2. Qatar state and its impact around the world.	History Project



Year 8
Curriculum guide

Spanish - ¡Viva! Libro 1 (all groups)

Half Term 1

Module 1: Mis vacaciones

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)

Half Term 2

Module 2: Todo sobre mi vida

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)

Half Term 3

Module 3: ¡A comer!

1. Saying what food you like;
2. Using wider range of opinions (pp. 52-53);
3. Describing mealtimes; Using negatives (pp. 54-55);
4. Ordering a meal;
5. Using Usted / Ustedes (pp. 56-57);
6. Discussing what you buy for a party;
7. Using the near future (pp. 58-59);
8. Giving an account of a party;
9. Using three tenses together (pp. 60-61);
10. Using coping strategies when speaking;
11. Responding to what people say (pp. 62-63)
12. EXT: Learning about food in other countries;
13. Using direct objects pronouns (pp. 64-65)

Half Term 4

Module 4: ¡A comer!

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);
7. Giving an account of a party;
8. Using three tenses together (pp. 60-61);
9. Using coping strategies when speaking;
10. Responding to what people say (pp. 62-63) EXT:
11. Learning about food in other countries;
12. Using direct objects pronouns (pp. 64-65)

Half Term 5

Module 5: ¿Qué hacemos?

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)

Half Term 6

Modules 6: Operación verano

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

STEM

Half Term 1 Lanterns 1. Students will design and manufacture a small batch of identical lanterns based around a theme. 2. Students work in groups to design and manufacture lanterns to help them understand manufacturing processes including batch and scales of production.	**Half Term 2** Environmental Design 1. During this unit students will develop an awareness and understanding about how design can solve real problems in parts of the world where natural disasters occur. 2. Students consider images of flooding and drought and the impact this can have. 3. They are introduced to Practical Action and the work they do in developing countries including Bangladesh where floating gardens help crops survive floods. 4. Students then design and build a model raft of a floating garden and test it using weights.
Half Term 3 Pewter Casting 1. In this project students will design and make a pewter cast piece of jewellery to a given theme. In this unit students will research and develop a brief, develop a specification and from this generate ideas for designs. 2. Using CAD software students model and test their designs, and produce a mould before casting and finishing their designed product.	**Half Term 4** Micro:Bit and Arduino Programming 1. Arduino Education and Micro:Bit programs allow students to progress through programming, increasing in complexity to challenge them as they develop their skills. 2. Students will use a range of electronics such as programmable boards, sensors, mechanical parts and simple open-source software. 3. The focus for students is for them to adapt a design problem to a particular use and create a specification based on the design brief that results in an appealing, functional and innovative product using Micro:Bit or Arduino.
Half Term 5 Passive Speakers 4. Students develop an understanding for a passive speaker and explore how different designs can improve the sound quality of the product. 5. Students will investigate a range of options before producing a specification, making examples and considering finishing techniques.	**Half Term 6** CAD / CAM (3D Printing – OnShape and Cura) 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 8
Curriculum guide

Arabic - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
تعريف بالطلاب والقوانين والأنظمة. يقرأ الطالب نص من رواد التعليم في قطر ويشرحه ويفسر مفرداته ص 19 يميز بين الأفعال الصحيحة والأفعال المعتلة 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 المعتل ص 49 نثر أبيات شعرية وإبداء الرأي فيها ص 53 يقرأ الطالب نص مكتبة قطر الوطنية ص 61 ويشرحه ويفسر 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 ويجيب على أسئلته ص 78 يقرأ نص من أجل قطرة ماء ويفسر معانيه ويتعرف مفرداته وخصائص النص.ص 85	يتعرف المبني والمعرب من الأسماء ص 94 التعبير الكتابي : كتابة قصة مراعياً عناصر القصة خلال كتابته ص 98 يسرد حكاية ويقوم بتقمص أدوار الشخصيات ص 102 يقرأ الطالب نص الاعتماد على الذات ص 109 ويوضح أهم خصائص النص ويفسر مفرداته ومعانيه وأفكاره الرئيسة والفرعية تمييز الخبر وأنواعه ص 116 الهمزة المتوسطة ص 120 يكتب رسالة رسمية ويرسلها إلى أحد المؤسسات ص 123 يحفظ أبيات من قصيدة أنا وأنت ص 129 يتعرف كان وأخواتها ويطبقهما في أمثلة من إنشائه ص 136 يكتب نص حول أهمية العمل التطوعي ص 141 يقدم عرض تقديمي عن أهمية التعاون بين أفراد المجتمع ص 144	يقرأ الطالب نص ثمرات الرياضة ويشرحه ويفسر مفرداته ص 149 يعزز ما تعلمه سابقاً في الهمزة المتطرفة ص 155 يستمع إلى نص الوقت ويقوم بحل الأسئلة المتعلقة به ص 159 كتاب الفصل الدراسي الثاني يقرأ نص هل تهدد الروبوتات الذكية الجنس البشري ؟ يتعرف خصائصه ويفسر مفرداته ويستنتج أهم الأفكار الرئيسة الواردة فيه ص 21 يتعرف إن وأخواتها ويطبقهما في أمثلة من إنشائه ص 29 يتعرف زيادة وحذف بعض الحروف من الكلمات ص 34 يحفظ أبيات من نص قصيدة ورد الربيع ص 45
Half Term 4	**Half Term 5**	**Half Term 6**
TERM 4 يتعرف الصرف من خلال المجرد والمزيد من الأفعال الثلاثية وغير الثلاثية ص 51 إلقاء قصيدة مراعياً نبرة الصوت والحركات فيها ص 55 يقرأ الطالب نص عالمية اللغة العربية ويوضح أهم خصائص النص ويفسر معانيه وأفكاره الرئيسة والفرعية ص 61 الجملة الفعلية : أنواع الفاعل ص 68 تعزيز الهمزة المتوسطة ص 73 أن يكتب الطالب عن انتشار ظاهرة مسابقات اللغة العربية في دولة قطر ص 76 يستمع إلى نص الإقبال على تعلم اللغة العربية ص 79 يتحدث عن ظاهرة انتشار الألفاظ الأجنبية بين الشباب ص 82 يقرأ الطالب نص قصة لوعة أم ص 87 يتعرف الفعل المبني للمجهول ونائب الفاعل ص 94 يكتب قصة مراعياً خصائص النص القصصي ص 101	TERM 5 يقرأ الطالب تقرير صحفي " اللجنة العليا للإرث والمشاريع " ص 109 يحدد أهم الأفكار الرئيسة والفرعية للنص ويفسر معاني المفردات والتراكيب يتعرف الميزان الصرفي ص 117 يكتب تقرير صحفي عن السلامة المرورية ص 122 يحفظ أبيات من قصيدة أماه ويفسر بعض المفردات والتراكيب ويستخرج الأفكار الرئيسة والفرعية ص 129 يتعرف النعت " المفرد – المضاف إليه " ص 135 تعزيز الهمزة المتطرفة ص 142 يستمع إلى نص بر الوالدين ص 143 يقرأ نص صفحات في سجل العمر ص 149	TERM 6 يميز طريقة كتابة الأعداد المفردة من (1 – 10) ص 157 تعزيز كتابة الألف اللينة في آخر الأسماء والأفعال الثلاثية والغير ثلاثية ص 161 كتابة نص وصفي " وصف معلم من معالم 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 الأولية ص 186

Year 8
Curriculum guide

Islamic Studies - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
التعريف بالطلاب والقوانين والأنظمة يتلو آيات من سورة لقمان ص 14 يتعرف أحكام الميم الساكنة ص 17 يحفظ آيات من سورة الجن ص 20 يفسر آيات من سورة الحجرات " وجوب الأدب مع النبي " ص 23 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويفسر معاني المفردات والتراكيب ص 34 يعدد أقسام التوحيد ص 54 يوضح أحكام الغسل ص 66 يذكر أحداث يوم الأحزاب ص 74	يبين فضل التواضع وأنواعه ص 86 يتلو آيات من سورة لقمان ص 100 يتعرف أحكام الميم الساكنة ص 102 يحفظ آيات من سورة المزمل ص 104 يفسر آيات من سورة الحجرات ص 107 يحفظ الحديث الشريف ويفسر معانيه ومفرداته ويعرف بالراوي (نسبه – علمه – وفاته) ص 118	نبيا الله تعالى داوود وسليمان عليهما السلام ص 128 يتعرف على أحكام صلاة المسافر ص 138 يقتدي بالصحابي سلمان الفارسي رضي الله عنه من خلال سيرته الشريفة (حياته – جهاده – إسلامه – وفاته) ص 152 يوضح أثر الثقة بالنفس ص 164
Half Term 4	**Half Term 5**	**Half Term 6**
يتلو آيات من سورة السجدة ص 14 (كتاب الفصل الثاني) يحفظ آيات من سورة المدثر ص 19 يتعرف تفسير سورة الحجرات ص 23 يحفظ الحديث الشريف، ويعرف بالراوي ويفسر معانيه ومفرداته ص 34 يتعرف اشراط الساعة الصغرى الكبرى ص 54 يتعرف مفهوم أحكام الصيام ص 64	دولة المدينة والقبائل اليهودية ص 76 يتعرف مفهوم الشجاعة في الإسلام ص 86 يتلو آيات من سورة السجدة ص 97 يحفظ سورة القيامة ص 100 يفسر مفهوم الإسلام والإيمان من خلال سورة الحجرات ص 103 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويفسر معاني المفردات والتراكيب ص 112	يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويفسر معاني المفردات والتراكيب ص 112 يوضح أحكام الاعتكاف وزكاة الفطر ص 122 صلح الحديبية ص 134 يوضح أهمية التعلم والتعليم ص 146

Subject information
Year 9

Year 9 Curriculum guide

English

Half Term 1	Half Term 2	Half Term 3
Hunger Games 1. Written (100%) 2. Character analysis of Katniss Everdeen Reading diaries, personal, reading homeworks, reading aloud, private reading, writing in role, diaries, letters, cover designs, labelling, propaganda posters, costume designs and labelling, character studies, extract analysis, themes writing for effect, dystopian openings, genre conventions, film and book comparisons, cover designs.	Hunger Games 1. Reading assessment extract based (How the writer creates tension) Reading diaries, personal, reading homeworks, reading aloud, private reading, writing in role, diaries, letters, cover designs, labelling, propaganda posters, costume designs and labelling, character studies, extract analysis, themes writing for effect, dystopian openings, genre conventions, film and book comparisons, cover designs.	Macbeth 1. Reading and Writing in role 2. Comprehension Contextual research, language analysis, PEE paragraphs, story boards, soliloquy, writing in role, diaries, letters, newspapers, hot seating, cover design, costume design, labelling, comprehension questions, character study, scene analysis.
Half Term 4	**Half Term 5**	**Half Term 6**
Macbeth 1. Reading and Writing in role 2. Comprehension Contextual research, language analysis, PEE paragraphs, story boards, soliloquy, writing in role, diaries, letters, newspapers, hot seating, cover design, costume design, labelling, comprehension questions, character study, scene analysis.	Poetry of Conflict 1. Reading assessment Analysis, annotation, research, comprehension/worksheet/imagery drawing, PEE paragraphs, STRIVE, presentations, poetry into prose.	Poetry of Conflict 1. Reading assessment Analysis, annotation, research, comprehension/worksheet/imagery drawing, PEE paragraphs, STRIVE, presentations, poetry into prose.

Mathematics

Half Term 1	Half Term 2	Half Term 3
1. Number 1 2. Algebra 1 3. Graphs 1	1. Shape and Space 1 2. Number 2 3. Sets 1	1. Algebra 2 2. Graphs 2
Half Term 4	**Half Term 5**	**Half Term 6**
1. Shapes 2 2. Handling Data 1	1. Algebra 3 2. Number 3	1. Graphs 3 2. Shape and Space 3 and 4 3. Number 4

Year 9
Curriculum guide

Science - Pearson Exploring Science 9

Half Term 1	Half Term 2	Half Term 3
1. Genetics and Evolution 2. Making Materials 3. Forces and Motion	1. Plant Growth 2. Reactivity 3. Force Fields and Electromagnets	1. Life Processes and Cells 2. Biomolecules
Half Term 4	**Half Term 5**	**Half Term 6**
1. States of Matter 2. Elements, Compounds, Mixtures	1. Forces and shape 2. Movement and Position	1. Forces and shape II 2. Movement and position

Computer Science

Half Term 1	Half Term 2	Half Term 3
Representation of Data 1. Binary to Denary 2. Adding Binary Numbers 3. Denary to Binary 4. Hexadecimal numbers 5. Logic Gates 6. Units 7. Characters 8. Storing Images 9. Storing Sound 10. Compression	Programming 1. What is Programming? 2. Data Types 3. Operators 4. Constants and Variables 5. Strings 6. Arrays 7. Inputs 8. If and else statements 9. Condition Statements 10. Loops 11. Design System 12. Create a System 13. Evaluate System	Computational Thinking, Encryption & Algorithms 1. Intro to Computational Thinking 2. Encryption 3. Cipher Wheel 4. Morse Code 5. Number & Mobile Phone Cipher 6. Pigpen Cipher 7. Vigenere Cipher 8. Rail Fence Cipher 9. Flow chart Algorithms 10. Pseudocode 11. Using Algorithms 12. Search Algorithms 13. Sort Algorithms
Half Term 4	**Half Term 5**	**Half Term 6**
Networks 1. Lans and Wans 2. Hardware 3. Client Server and Peer to Peer Networks 4. Network Topologies 5. Networks - The Internet	Programming 1. Design System 2. Create a System 3. Evaluate System	Components of a Computer System 1. Computer Systems 2. CPU 3. Memory 4. CPU and System Performance 5. Secondary Storage

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 indentifying 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.
4. 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, brigh colours and gestural marks or brushstrokes.

Among the many techniques and processes employed within Germ Expressionism - painting in oils, etching, lithography, drypoint - 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 & 2

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, sutainable forests and joining techniques)

Term 3 & 4

User Centred 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 5 & 6

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

Theatre through Time and Physical Theatre Focus

In this unit students will build on their knowledge of theatre history and the styles of performance through the ages.

1. Skills/Knowledge/Techniques
2. Text Analysis
3. Interpreting a script for performance as an actor, director and designer
4. Script writing skills
5. Editing and formatting a script

Half Term 2

Theatre through Time

1. To use last terms knowledge to write, create and perform/design piece of theatre based from a period in theatre history.
2. Create a piece of training for someone to follow who has never created this kind of work before.
3. You can present your training in any way you wish:
4. Written instructions, animation, comic book, lecture, demonstration puppet show or any other way that you think would be effective.

Half Term 3

Introduction to Konstantin Stanislavski and his System

1. Students to be introduced to Naturalistic Practitioner and learn about many of his techniques- Status, Given Circumstances, Emotion Memory, Truth, Subtext, Imagination and apply them to a script The Stones.
2. Students will create a character, actioning the text and rehearing a short extract in detail.
   - Max Stafford Clarke
   - Jean Benedetti
3. Text dependant on class

Half Term 4

Theatre

1. To introduce the conventions of didactic theatre
2. To challenge students about their notions of the content of drama
3. To explore the relationship between actor/spectator in theatre
4. To understand Brecht's political approach to theatre
5. To use Montage to highlight key issues in war.
6. To explore how Brecht highlights social and politcal issues through the choices and decisions of key characters.
7. Removing the fourth wall.
8. To understand the impact of the ensemble
9. To explore the use of gestus to portray a political or social attitude toward class.
10. To use placards in an effective way.
11. Students are developing epic theatre skills to create a piece of political drama with a message.
12. Excellent skills basis if go on to GCSE level.

Half Term 5

Antonin Araud and Surrealism/Theatre of the Absurd

1. To introduce students to Theatre of the Absurd and Artaud's Theatre of Cruelty.
2. To explore a range of extracts from plays critiqued under the Theatre of The Absurd banner, and to move students into taking risks with their work and their understanding as an audience.
3. To explore a range of Theatre of Cruelty techniques such as exaggeration, ritual, slow motion, the audience, sensory work and to create pieces of work in this style.
4. For students to compound learning on Theatre of The Absurd through text
   - For students to develop understanding of how text is structured, focusing particularly on:
   - Development of character
5. Structure of scenes

Half Term 6

Devising Unit

1. To introduce students to methods of devising
2. To develop students practical knowledge of technical theatre roles
3. To provide KS3 students with an insight to the unit 3 devising exam at GCSE.
4. To engage students whose interests, lie outside of performing skills
5. To further develop and consolidate styles of theatre they have enjoyed: Greek Theatre and choral work, didactic or educational theatre, theatre of the absurd and comedy, physical theatre....

Year 9
Curriculum guide

French - Studio 3

Half Term 1

Describing me, my family and friends and my social life

1. Grammar recap
   - Articles
   - Adjectives
   - Using the verbs 'avoir' and 'etre'
2. Describing yourself using the verbs avoir and être; the simple noun phrase, une personne heureuse, adjectives of personality and character. (S3 8-9)
3. Describing other people, friends and family members, using first, second and third person singular forms of avoir and être'
4. 4Talking about Facebook (or social media of choice)
   - Tweet about online activities
   - Regularity of different activities
   - Present tense -ER verbs(S3 10-11)
5. Weekend Plans
   - Describing weekend plans
   - Using the verb "aller" in the present tense (S 12-13)
   - Using 'vouloir" + infinitive to invite and accept invitations
6. Describing a date
   - Perfect tense
   - Describing weekend activities in the perfect tense
   - Giving opinions using "c'était" (S 14-15)
7. Describing a concert
   - Describe a concert using perfect tense
   - Using the form "on" in the perfect tense (S 16-17)
8. Assessment revision week
9. Assessment revision and end of topic class assessment

Half Term 2

Health and fitness

1. Describing body parts
   - Using "de" to denote possession , e.g. « les cheveux de ma mère... » (S 32-33)
2. Sport and staying healthy
   - Using "il faut" to describe activities necessary to stay healthy
   - Using "parce que" to give opinions (S 34-35)
3. Manger sain
   - Using "manger de..."
   - Using negative forms "ne pas" ; "ne plus" ; "ne que"; "ne jamais" to speak about eating habits (S 46-47)
4. Making plans to get fit
   - Using futur proche to make plans to get fit
   - Using future proche in the 'on' form.
   - Comparing present actions and past options using verbs in the present tense and the future proche. (S 38-41)

Half Term 3

Talking holidays

1. 1. Travel Plans
   - Using the language of description to describe a holiday destination (on peut voir des plages, on peut visiter des musées).
   - Starting sentences with an infinitive to talk about importance of travelling and languages (S3 p 56-57)
2. Imagining adventurous holidays
   - Consolidate infinitive phrases (Je voudrais visiter etc.) Consolidate the futur proche this time employing it to talk about travel plans. (S3 p78;79)
3. Holidays
   - Writing about usual holiday activities (S3 p 80/81)
4. Des vacances d'enfer
   - Passé compose grammar practice
   - Describing holidays gone wrong in the passé compose, using a variety of negative expressions.
   - Using the passé compose in the third person (S3 p 82/83)
5. Activity centre
   - Describing activities at the activity centre in the past tense
   - Expressing opinions in the past tense (S3 p 84/85)

Year 9 Curriculum guide

French - Studio 3

Half Term 4

Talking about work

1. My future
   - Using future simple to talk about dreams, careers and ambitions
2. Talking about my ambitions
   - Describing a range of jobs in present tense
   - (S, p 58-62)
3. Assessment prep
4. Assessment
5. Assessment feedback
   - Using the conditional (Je voudrais) + infintitive to talk about future ambitions

Half Term 5

Talking about my house and city

1. Talking about where I live
   - Say where you live, ask where another lives; say where another person lives. (SP PPT)
2. Rooms of House
   - Say rooms of house on first and second floor using "il y a" (SP PPT)
   - Practice using conjunctions
3. Furniture + adjectives
   - 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

Half Term 6

Me in the world

1. My rights
   - Asking and answering about rights; using "J'ai le droit de + inf"
   - Using negatives like « ne pas » ; "ni...ni » (S p 98/99)
2. Saying what's important to you
   - Using various expressions to give opinions and say what's important to you
   - Using negatives to give your opinion (S p 101)
3. Do you like shopping
   - 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)
4. What makes me happy
   - Writing about our passions using different expressions (« Le bonheur, cést de... ; Ma passion, c'est... » '; je me passionne pour; je suis passionné par...etc. »)
   - Justifying opinions (S p 104/5)

Year 9
Curriculum guide

Geography

Half Term 1 - 2

Population and migration;

1. Differences in birth and death rates,
2. Demographic transition model,
3. Population policies,
4. Ageing populations,
5. Syria
6. Skills:
    - line graphs,
    - population pyramids,
    - flow maps

Half Term 2 - 3

Glaciers:

1. Location of erosional and depositional landforms,
2. Impact on people and vice versa,
3. Climate change
4. Skills:
    - Map skills

Half Term 4

India:

1. Urban issues
2. Pollution, regeneration,
3. Designing cities for the future e.g. sustainable transport
4. Globalisation
5. Skills:
    - Choropleth mapping

Half Term 5

Global ecosystems

1. Hot environments and Tropical rainforests.
2. Location, climate, diversity, adaptations
3. Skills:
    - Latitude and longitude
    - Climate graphs

History

Half Term 1

Rise of a dictator and Nazi Germany

1. America in the 20's/30's – Wall street crash
2. Why did people vote for the Nazis?
3. How did Hitler become a dictator?
4. Force and terror
5. Education in a Nazi society
6. Women in a Nazi society
7. Hitler's henchmen
8. Who opposed the Nazis?

Half Term 2

World War II

1. Overview of WW2 – which countries were involved?
2. Why were Germany so successful?
3. The Blitz
4. Evacuation into the countryside
5. Course of WW2
6. Dunkirk
7. Pearl Harbour
8. Atomic Bomb

Half Term 3

The Post World War - Cold War

1. The welfare state
2. Beveridge's report
3. Post war relations
4. Cold War
5. Conferences and relations
6. Space race
7. Proxy wars
8. Cuba
9. Vietnam, etc.

Half Term 5

WWI/ Civil Rights GCSE Intro

1. The Moroccan Crises
2. Bosnia and the Balkan Wars
3. Balkan Nationalism
4. The Black Hand
5. The Gallipoli Campaign
6. Why Germany lost the War
7. Red Scare
8. Segregation and Discrimination
9. Rosa Parks
10. Martin Luther King

Half Term 6

Civil Rights/ Cold War

1. Malcolm X and Black Power
2. The Watergate Scandal
3. Soviet Expansion in Eastern Europe
4. The Marshall Plan
5. The Berlin Crisis 1949
6. The Hungarian Uprising 1956
7. Cuban Missile Crisis 1963

Year 9 Curriculum guide

Music

Half Term 1

World Music

Students recap work from year 7 and 8 on areas of world music. We then study Gagaku and Arabic music, looking at the instrumentation and main musical features as well as the cultural significance of each area.

Key Skills:

- Historical and Cultural Knowledge
- Listen skills
- Knowledge of the musical elements.

Assessment

- Weekly written work submission.
- End of term listening test.

Half Term 2

Thriller

Students learn to perform an adapted version of the song "Thriller" by Michael Jackson.

Students have the option of singing/ performing on guitar/performing on keyboard/their own instrument. They learn the importance of each part in the ensemble.

Students practice individually on their chosen part and then work together to perform the song in a small ensemble.

Key skills:

- Vocal/Instrumental Performance
- Ability to follow a pop song structure
- Reading Tab Notation
- Reading Musical Notation
- Performing in an Ensemble.

Assessment:

- Accurate performance of individual part
- Accurate performance in an ensemble

Half Term 3

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

Half Term 4

Musical EnsemblesIntroduce students to the most important musical ensembles. Covering the topic from a historical and modern perspective. Looking at ensembles ranging from the Orchestra, Chamber Ensembles, Jazz Ensembles, Vocal Music, Pop and Rock Bands, Boy/ Girl Bands and the role of technology in popular music.

Key Skills:

- Listening Skills
- Knowledge of Instruments
- Historical and Cultural Knowledge

Assessment:

- Written assessment
- And Presentation work

Half Term 5

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

Half Term 6

Chords Composition
Students will use the knowledge gained last term to write and develop chord sequences into an extended composition in the form of a pop song. We will look at how chord sequences where first used in Blues music (relating to year 7 topic 1) and how they are used as the basis of most pop music, such as the songs performed through key stage 3.

Key skills:

- Vocal/Instrumental Performance
- Ability to follow a pop song structure in a composition
- Reading Tab Notation
- Reading Musical Notation
- Performing in an Ensemble

Assessment:

- Composition in the style of a pop song
- Accurate performance in ensembles.

Year 9
Curriculum guide

Qatar History - Ministry Curriculum

Half Term 1

1. Qatar National Vision – what it means to be the future of Qatar.
   - Ideal world
   - Meaning of the National Anthem
2. Symbolism of the Qatar Flag.

Half Term 2

1. Contemporary History of Qatar.
   - Rulers of Qatar
   - What were their important? achievements – focus on all rulers
2. Qatar's reform politically, socially and economically- modern development.

Half Term 3

1. Theatres of conflict in the middle east and Mesopotamia during World War 1.
   - 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.
2. Intervention of the British in Qatar.

Half Term 4

1. Aspirations of Britain in Qatar.
   - Treaties between Britain and Qatar
   - Terms and effects of the 1916 peace treaty
2. Renewal of the peace treaty between Qatar and Britain.

Half Term 5

1. Manifestations of political and economic renaissance in Qatar
   - Political policies
   - Economic renaissance (oil and gas, industry, investment and trade, agriculture, animal and fish production)
2. Social renaissance – Education, Media, health, Sports, social services)

Half Term 6

3. Qatar's role in supporting Arab and Islamic issues
   - 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

1. Saying what I like best or I am passionate about.
2. Ask someone what they like and dislike p.8, 9.
3. Use the present tense IR, HACER, SER p. 9.
4. The present tense p.10.
5. Say what I do on different days p.10, 11.
6. Say what type of film I am going to see p.12, 13.
7. Talking about your birthday with the preterite tense IR and SER p.14,15
8. Talk about famous people p.16, 17.

Half Term 2

1. Talking about jobs and careers.
2. Saying what you have to do at work p.32,33.
3. Saying what you would like to do and give details about your ideal job p.34,35.
4. Talking about your future using the near future p.36,37.
5. Describing your job, what qualities are important p.38,39.

Half Term 3

1. Healthy eating, drinking and living. Describing healthy eating choices and not so healthy choices p 54, 55.
2. Talking about an active health style p.56, 57.
3. Describing your daily routine p.58, 59.
4. Talking about getting fit p 60, 61.
5. Describing typical aches and pains and minor illnesses p.62, 63.
6. Using verbs of obligation, necessity to talk about what exercise you should do, what food you should eat p.60, 61.
7. revision of impersonal verbs with the verb doler p.62, 63.

Half Term 4

1. My rights and young people taking in action.
2. Talking about children's rights p.78, 79.
3. Talking about fair trade p.80, 81.
4. Taking about recycling p.82, 83.
5. Talking about how my town has changed p.84, 85.
6. Writing about fundraising p.86, 87.

Half Term 5

1. Talking travel adventures. Meeting a Spanish family p.100.
2. Talking about a treasure hunt p.102, 103. Buying souvenirs in Spain p. 104, 105.
3. Saying what will you do in your travel adventure p.106, 107.
4. Skills: surviving in different social situations, saying what you will do depending on the weather, recognising polite forms.

Half Term 6

1. Madrid and End of Year Revision.
2. Preparation for final end of year examinations, an imaginary visit to Madrid, revising the tenses and structures of the year via a virtual visit of Madrid.
3. Revision present, preterite, conditional and future tenses.

Year 9
Curriculum guide

STEM

Term 1 & 2

Product Design (Product in a Tine)

1. In this project, students will work confidently within a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion to help learn about products and inspire students own design work.
2. Students will consider a number of products and use the analysis to help them develop their own design specification for a new product.

Term 3 & 4

Eco Design (Eco Schools Project and Crest Awards)

1. This unit introduces students to the concept of designing with the environment in mind, using examples from a range of familiar products, re-thought in keeping with the Six Rs principles.
2. It discusses a product's life cycle and the 'cradle to the grave' concept.
3. The aim is to insprie young people to think and behave like scientists and engineers, creating sustainably minded, environmentally conscious students.
4. Students will be introduced to the UN 17 Sustainability Goals, which address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice.

Term 5 & 6

Boats / Hovercraft

1. Students will design and make a miniature propelled boat of hovercraft racer using a range of recycled materials.
2. Small motors and propellors will be used as a power source.
3. Students will compare boat and hovercraft designs from aroudn the world and analyze them for strengths and weaknesses.
4. Theory work will be covered on propulsion, air cushions, buoyancy and water displacement.
5. Students will test their designs and complete with one another on the speed, sterring and design of their vehicles.

Year 9
Curriculum guide

Arabic - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
تعريف بالطلاب والقوانين والأنظمة. يقرأ الطالب نص إلى والدي ويشرحه ويفسر مفرداته ص 15 يميز بين التشبيه والاستعارة ص 23 مع إعطاء أمثلة لكل منهما. يتعرف الأفعال المتصرفة والجامدة ويطبقهما في أمثلة نحوية ص 26 يحفظ أبيات من قصيدة ابتسم ص 39 يعدد المحسنات البديعية ويقارن بينهما ص 46 يقارن بين حالات إعراب الفعل المضارع ص 48 يستمع إلى نص التفاؤل والأمل ويجيب عن أسئلته ص 52 يقرأ نص جسم الإنسان الظاهرة المحاضرة ص 61 يتعرف على الميزان الصرفي وكيفية وزن الأفعال ص 68	يقرأ الطالب نص من أراق البحر ص 83 ويفسر معانيه ويتعرف مفرداته وخصائص النص. يتعرف الأفعال الخمسة وعلامة إعرابها ص 94 يسرد حكاية ويتقمص دور أحد الشخصيات في قصة ما يبدي رأيه في قصة ما ص 104 يحفظ أبيات من قصيدة فلسطين ويتعرف على الشاعر وأهم مفردات النص وأفكاره الفرعية والرئيسة ص 127 يقرأ نص التعليم فوق الجميع ويوضح أهم خصائص النص ويفسر مفرداته ومعانيه وأفكاره الرئيسة والفرعية ص 109	يتلو الآيات القرآنية من هدي النبوة ص 12 يحفظ أبيات من قصيدة نحن هنا ص 21 يتعرف الأسماء الخمسة ويطبقهما في أمثلة من إنشائه ص 27 يتعرف على المبني من الأفعال (الماضي والمضارع والأمر) ص 134 يقرأ نص الرازي يتعرف خصائصه ويفسر مفرداته ويستنتج أهم الأفكار الرئيسة الواردة فيه ص 149 يكتب تعليق على حدث أو موقف أو مقال ص 164
Half Term 4	**Half Term 5**	**Half Term 6**
يقرأ نص الاقتصاد الأخضر ص 41 ويفسر معانيه ويستنتج الأفكار الرئيسة والفرعية فيه يحدد العلامة الإعرابية للمفعول المطلق مع ذكر أمثلة من إنشائه ص 48 يكتب نص حول تنمية المواهب والهوايات ص 74 يستمع لنص تقبل الآخر ويجيب عن أسئلته ص 77 يقرأ نص السماء ملك الجميع ويتعرف خصائص النص القصصي وأهم الشخصيات في القصة والأفكار الواردة فيه ص 83 يحدد ظرفا الزمان والمكان في الجملة ص 93 يصف موقف محزن، سعيد، مؤلم مر به ص 101	يقرأ الطالب نص السياحة في بلادي ويحدد أهم المناطق السياحية في دولة قطر ص 107 يحدد أهم الأفكار الرئيسة والفرعية للنص ويفسر معاني المفردات والتراكيب يحدد العلامة الإعرابية للحال ويحدده في الجمل ص 117 يستمع لنص روح المبادرة والابتكار ص 125 يحفظ أبيات من قصيدة لوحة الزمن للمتنبي ص 133 يحدد ألفاظ العقود والأعداد المعطوفة ص 139 يبدي رأيه في أبيات شعرية ص 146 يتحدث عن موضوع الصداقات عن طريق وسائل التواصل الاجتماعي ص 150	يقرأ نص الإسلام دين الرحمة والتسامح ويحدد الأفكار الفرعية والرئيسة فيه ويفسر مفرداته ص 153 يتعرف على اسم الفاعل وعلامته الإعرابية ص 161 يكتب دعوة رسمية ويرسلها إلى أحد المؤسسات ص 165 يقرأ نص أمن وحماية المعلومات ص 171 يتعرف على اسم المفعول ص 178 يحدد الكلمات التي زيدت حذفت منها بعض الحروف

Year 9
Curriculum guide

Islamic Studies - Ministry Curriculum

Half Term 1	Half Term 2	Half Term 3
التعريف بالطلاب والقوانين والأنظمة يتلو آيات من سورة الكهف ص 14 يتعرف تفخيم اللام وترقيقها ص 17 يحفظ آيات من سورة القلم ص 19 يعدد صفات المتقين وثوابهم ص 22 يجتهد في حفظ الحديث الشريف، ويعرف بالراوي ويفسر معاني المفردات والتراكيب ص 34 يعدد أهم صفات القرآن الكريم ص 52 يوضح أحكام المسح على الخفين والجبيرة ص 60 يذكر أحداث ووضائع خيبر ص 70 يقارن بين أحداث مؤتة وخيبر ص 76 يبين أثر الإخلاص في القول في جميع مجالات الحياة ص 86	يتلو آيات من سورة الكهف ص 96 يتعرف التفخيم وأنواعه ص 9 يحفظ آيات من سورة الحاقة ص 100 يوضح أهمية التجارة الرابحة من خلال سورة الصف ص 103 يحفظ الحديث الشريف ويفسر معانيه ومفرداته ويعرف بالراوي (نسبه – علمه – وفاته) ص 112 يوضح حقيقة الموت والبرزخ والنفخ في الصور ص 122	يتعرف على سنن الفطرة ص 132 يقتدي بالصحابي مصعب بن عمير رضي الله عنه من خلال سيرته الشريفة (حياته – جهاده – إسلامه – وفاته) ص 142 يوضح أثر المسؤولية الأخلاقية في استخدام وسائل التواصل الاجتماعي ص 154 يتلو آيات من سورة الكهف ص 14 (كتاب الفصل الثاني) يحفظ آيات من سورة المعارج ص 17 يتعرف جزاء الاستقامة ص 20 يحفظ الحديث الشريف، ويعرف بالراوي ويفسر معانيه ومفرداته ص 26
Half Term 4	**Half Term 5**	**Half Term 6**
يتعرف مفهومي البعث والنشور ص 48 يتعرف صلاة الجمعة (ركعاتها – أهميتها – فضلها – ثواب تاركها) ص 58 يتعرف صلاة التطوع (فضلها – أهميتها – ركعاتها) ص 66 يوضح رسائل النبي صلى الله عليه وسلم إلى الملوك والأمراء ص 74 يبين أهمية غض البصر وفوائده على الإنسان ص 84	يتلو آيات من سورة الكهف ص 96 يحفظ آيات من سورة نوح ص 99 يتعرف نعم الله على خلقه – ويعدد فضل الله عليه ص 102 يجتهد في حفظ الحديث الشريف ويعرف بالراوي، ويفسر معاني الحديث ومفرداته وتراكيبه ص 112 يوضح أهمية السنة النبوية ص 121	يتعرف مفهومي الجنة والنار، ويعدد أهم صفات أهل الجنة والنار ص 130 يشرح كيفية أداء الصلاة في كل من (العيدين – الاستسقاء – الكسوف - الخسوف - الجنائز) ص 138 يشرح النتائج من فتح مكة ص 146 يوضح أهمية العناية في التصور الإسلامي ص 158

Our school at a glance

English National Curriculum

Examination board – I/GCSE, A/IAL

Pearson/EdExcel

Languages taught

- English
- Arabic
- French
- Spanish

1800+

Numbers of Students

9.5:1

Student teacher ratio as at August 2022

3-18 **current Age range**

90+

Nationalities

Contact us to arrange a visit

British education for children aged 3-18 years

www.oryxschool.qa