



# HORIZON INTERNATIONAL SCHOOL



## YEAR 8 CURRICULUM BOOKLET

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EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS



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We understand, as parents, it is important for you to know what your child is learning in school. This guide gives you an overview of the curriculum content your child will be learning each term in each subject, the key learning objectives, concepts, and success criteria throughout the academic year. If you require any further information or would like to make suggestions as to how we can ensure you have the key information relevant to your child's learning, please contact your child's subject teacher, who will be happy to help.

We aim to draw upon the best elements of the English National Curriculum, combined with the depth and range of subjects which are appropriate to an international school in Dubai. The aim of our curriculum is to challenge and inspire all learners to develop their skills and nurture values through a love of learning so that they can responsibly embrace the diverse challenges of tomorrow. It is our intention that students achieve a place at their first-choice university or chosen Post-18 pathway.

Our assessment philosophy aims to focus on what is important: students are able to view assessments as opportunities to learn and develop, not as opportunities to be judged. Or, put simply, students take responsibility for their own learning – they know what they need to be able to do, what they can currently do, how they are going to get there, and what they need to improve on. The impact of developing engagement with their own assessment capability at an early age will be two-fold:

- Academic success: maximising of potential in high stake public exams (GCSEs and A-Levels)
- Learning skills success: developing a wide range of learning skills in our students which supports their application to learning

Parents will receive regular reports at appropriate times in the school year and will have the opportunity to meet with their child's teachers. We actively encourage all students and parents to attend Student/Parent Conferences which enable students to take responsibility for their own learning as they grow in 'assessment capability'.

The curriculum is designed to give students a broad and balanced exposure to a wide variety of subjects and to develop their learning skills.

We also offer the ASDAN programme for students with special educational needs. Further information regarding provision for students of determination is available through our Achievement Centre.



# Alternative Pathway ASDAN: Curriculum Ambition

***Horizon International School's provides an inclusive environment for all students. Our students are provided with the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities through a range of ASDAN accredited course. ASDAN engages students through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives.***

## **Through the ASDAN Personal Development program, students will:**

- Display pride in achievement and commitment to learning
- Develop self-confidence, self-awareness and understanding of how to be a successful learner
- Gain employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
- Develop knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- Foster personal development, so that learners are well prepared to respect others and contribute to wider society
- Develop critical thinking skills that will enable them to analyze complex problems and identify effective solutions
- Enhance their problem-solving abilities through real-world scenarios

## **These aims are realised through our curriculum which:**

- Providing opportunities for students to set personal goals and work towards achieving them.
- Engaging in a range of activities and projects that allow them to showcase their achievements and celebrate their progress.
- Regular feedback and recognition from teachers and peers help students develop a sense of pride in their accomplishments and maintain their commitment to learning.
- Develop self-confidence, self-awareness, and understanding of how to be a successful learner:
- Students participate in workshops and discussions that promote self-awareness, helping them identify their strengths and areas for improvement.
- By setting challenging goals and working towards them, students develop a sense of accomplishment and build confidence in their abilities as learners.
- Students engage in work-related scenarios, mock interviews, and skill-building exercises to enhance their readiness for future education or employment opportunities.
- The curriculum also focuses on developing transferable skills that can be applied across various industries and settings.
- Through community service projects and volunteering opportunities, students learn the importance of contributing to their communities and making a positive impact on society.

## **These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# ASDAN Bronze Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<p><b>Term 1:</b> <b>1.1</b> Identity</p> <p><b>1.2</b> Information Handling</p>	<p>This module will explore the concepts of identity and encompass various aspects of personal identity.</p> <p>This module will explore and focus on enhancing your ability to access, interpret, and communicate information in a variety of contexts</p>	<p><b>Who am I?</b></p> <p><u>UAE Link:</u> <b>Link with identify-exploring UAE- where they live and have grown up.</b></p> <p><b>How can I gather, evaluate and present information in an effective way?</b></p> <p><u>UAE link:</u> <b>Gather and present information on aspects of UAE culture.</b></p>	<ul style="list-style-type: none"> <li>Understand the concept of personal identity and its multifaceted nature.</li> <li>Identify and describe the factors that contribute to the formation of personal identity</li> <li>Demonstrate effective communication skills to express and discuss personal identity-related topics.</li> <li>Develop the ability to locate, evaluate, and effectively use information from various sources, such as books, articles, websites, and databases.</li> <li>Explore how collect, organize, and present data using different formats, such as tables, graphs, and charts</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to personal identity and Information handling</p> <p><u>Assessment for Learning:</u> questioning, peer and self-assessment, class discussion and feedback <u>Summative Assessment:</u> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand how identity contributes to personal growth, self-awareness, and understanding of oneself and others</p> <p>To gain insight into gathering relevant and reliable information from various sources, such as books, articles, websites, and databases</p>	<p>This <i>provides an opportunity for collaboration</i> between English,, PSHE and Science</p> <p>This <i>provides an opportunity for collaboration</i> between English, ICT and business</p>	<ul style="list-style-type: none"> <li>Describe your family in a group</li> <li>Create a family tree</li> <li>Discuss your likes and dislikes</li> <li>Prepare and undertake a coffee morning</li> <li>Present your <u>finalised</u> project to a <u>number of</u> guests</li> <li>Illustrate the ability to find information from the internet</li> <li>Demonstrate your ability to follow diagrams and instructions to make something</li> <li>Compose and send an email</li> <li>Write about a project you have been involved in</li> <li>Give an illustrated talk about a topic of interest to a group of people</li> </ul>	<p>Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving</p>
<p><b>Term 2:</b> <b>2.1</b> Sport and Leisure</p> <p><b>2.2</b> Home Management</p>	<p>This module will explore a variety of sports and leisure activities to broaden their knowledge and understanding.</p> <p>This module will explore how to effectively manage a home environment.</p>	<p><b>How can I foster a positive lifestyle through engaging in sports and leisure activities ?</b></p> <p><u>UAE Link</u> <b>Explore the different leisure and sport activities available to use here in the UAE.</b></p> <p><b>How can I maintain a clean and organised home environment?</b></p> <p><u>UAE link:</u> <b>Linking it to my own home environment here in the UAE</b></p>	<ul style="list-style-type: none"> <li>Develop an understanding of different sports, leisure activities and key concepts.</li> <li>Explain the importance of physical fitness and the benefits of an active lifestyle.</li> <li>Explore the basics of meal planning and nutrition.</li> <li>Demonstrate how to maintain a clean and organized home environment.</li> <li>Develop skills to effectively care for clothing and manage laundry tasks.</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Sport and Leisure and Home Management</p> <p><u>Assessment for Learning:</u> questioning, peer and self-assessment, class discussion and feedback <u>Summative Assessment:</u> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To gain insight into sport and leisure activities allows students to develop a wide range of skills. They can acquire physical skills specific to a particular sport or activity, such as hand-eye coordination, balance, agility, and motor skills</p> <p>To learn how to effectively manage their living environment, make responsible choices, and take care of their personal space</p>	<p>This <i>provides an opportunity for collaboration</i> between PE and PSHE</p> <p>This <i>provides an opportunity for collaboration</i> between Science and ICT</p>	<ul style="list-style-type: none"> <li>Design a chart to explain how you use your time during the week.</li> <li>Visit a museum/theme park and write a report.</li> <li>Illustrate how you have taken part in a <u>number of</u> indoor activities</li> <li>Identify a leisure activity that you would like to try and find out more information on how you can become a member</li> <li>Plan and prepare a healthy snack that would be suitable for a packed lunch</li> </ul>	<p>Critical thinking Literacy Numeracy Improving own learning and performance</p>

<p><b>Term 3:</b></p> <p><b>3.1</b></p> <p>The Environment</p>	<p>This module will explore and develop student s' knowledge, understanding, and awareness of environmental issues and sustainable practices.</p>	<p><b>How can we become a positive change in addressing environmental issues and promoting sustainable practices for a better future?</b></p> <p><u>UAE Link:</u> Explore environmental issues that are unique to us here in the UAE and the practices we can take to be more sustainable</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of various environmental issues such as climate change and pollution.</li> <li>• Explore the concept of sustainable living and its importance in preserving the environment.</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Environment and Health and Survival</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To gain knowledge about the environment promotes a sense of responsibility and stewardship towards the natural world</p> <p>To understand about personal well-being, safety, and resilience</p>	<p>This <i>provides an opportunity for collaboration</i> between Science, Geography and Social Studies</p> <p>This <i>provides an opportunity for collaboration</i> between Science, PE and PSHE</p>	<ul style="list-style-type: none"> <li>• Carry out a survey of your establishment and decide how you can improve this area</li> <li>• Improve an area of your environment</li> <li>• Demonstrate your understanding of road safety</li> <li>• Create a project on how accidents can be avoided at home</li> <li>• Design a poster on how to deal with cuts, grazes and nosebleeds</li> </ul>	<p>Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving Communication ICT</p>
<p><b>3.2</b></p> <p>Health and Survival</p>	<p>This module will explore explore topics such as home safety, road safety and personal safety</p>	<p><b>How can I be safe and minimise risks in everyday life?</b></p> <p><u>UAE Link:</u> Explore road safety here in the UAE and how I can respond effectively to emergencies</p>	<ul style="list-style-type: none"> <li>• Develop basic first aid skills and emergency response techniques.</li> <li>• Understand the importance of healthy lifestyle choices and strategies for maintaining overall well-being</li> <li>• Develop basic first aid skills and emergency response techniques.</li> <li>• Understand the importance of healthy lifestyle choices and strategies for maintaining overall well-being</li> </ul>					



# ASDAN Bronze Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Module 1- Identity</b> <ul style="list-style-type: none"> <li>Understand what personal identity means and how it can be different for different people</li> <li>Communicate clearly with others about my likes and dislikes</li> <li>Recognise and describe things that shape who we are, like our culture, experiences, and beliefs. Use different ways to organize and show information, like making a family tree</li> </ul>	Limited ability to present in front of a group of people	Some knowledge about concepts relating to identity	Can create a family tree	Can analyse personal identity and communicate this effectively to others	Can present their ideas confidently in front of other people
<b>Module 2- Information Handling</b> <ul style="list-style-type: none"> <li>Use appropriate keywords and search strategies to find relevant information online</li> <li>Identify reliable and trustworthy sources of information from the internet. Select and extract relevant information from online sources</li> <li>Follow step-by-step instructions accurately and effectively. Use appropriate tools, materials, and techniques to complete the task</li> <li>Create a well-structured and coherent email with appropriate subject, greeting, body, and closing</li> </ul>	Limited ability to research information online	Some knowledge of key concepts and identifying relevant information from online sources	Can create a well-structured and coherent email	Can research and gather relevant information from a topic of their choice	Can prepare and use visual aids to enhance their presentation skills
<b>Module 3- Sport and Leisure</b> <ul style="list-style-type: none"> <li>Visit a museum or theme park and observe and engage with the exhibits or attractions</li> <li>Write a detailed and descriptive report that captures key aspects such as the overall experience, notable exhibits/attractions, and personal reflections</li> <li>Provide a photography and brief description or caption of indoor activities I engage in to explain the activity and your involvement</li> </ul>	Limited ability to write a report	Some knowledge of key concepts discussed in the module	Can create a project on a leisure activity that interests them	Can provide photographs and a description of an indoor activity of their choice	Can produce a detailed and descriptive report about a visit to a sporting attraction
<b>Module 4- Home Management</b> <ul style="list-style-type: none"> <li>Develop a detailed plan outlining the ingredients, measurements, and steps required to prepare a healthy snack. Select nutritious and balanced ingredients</li> <li>Prepare the snack with proper hygiene and safety practices, demonstrating appropriate cooking or preparation techniques</li> <li>Prepare a cooked meal considering nutritional balance, dietary preferences, and any specific dietary requirements</li> </ul>	Limited ability to make a plan for a healthy snack	Some ability to prepare and make a nutritious snack	Can prepare and make a nutritious snack	Can prepare a cooked meal considering nutritional balance	Can create a well structured and organised menu plan
<b>Module 5- The Environment</b> <ul style="list-style-type: none"> <li>Conduct a thorough survey of the local area coming up with a plan to improve the environment</li> <li>Develop a clear vision or goal for the improvement of the local area, outlining the desired outcome or result</li> <li>Plan and execute practical steps to improve the identified area, considering available resources, materials, and any necessary permissions or guidelines</li> </ul>	Limited ability to conduct a survey for the local environment	Beginning to be able to conduct a survey to the local environment	Can conduct a survey for the local environment	Can develop a clear vision for the improvement of a local area	Can effectively plan and execute practical steps to improve a local area
<b>Module 6- Health and Survival</b> <ul style="list-style-type: none"> <li>Identify and explain key road safety rules and regulations, such as traffic signs, pedestrian safety, and safe crossing procedures</li> <li>Identify common potential hazards in a home environment that can lead to accidents or injuries and communicate how to prevent this</li> <li>Create a visually appealing poster that provides clear and concise instructions on how to handle common injuries like cuts, grazes, and nosebleeds</li> <li>Include appropriate step-by-step procedures for providing first aid, such as cleaning wounds, applying dressings, and managing nosebleeds</li> </ul>	Limited ability to explain key road safety rules and other health and safety rules	Some ability to explain road safety rules and regulations and other safety rules	Can confidently identify and explain all road safety rules	Can identify potential hazards in a home environment that can lead to accidents and injuries	Can effectively create a poster with concise instructions on how to handle common injuries



# ASDAN Silver Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>  <b>1.1</b> Expressive Arts         <b>1.1</b> The Community	<p>This module will explore creativity, artistic skills, self-expression, and appreciation for various forms of artistic expression</p> <p>This module will explore community engagement, social responsibility, and active participation in their local communities.</p>	<p><b>How does Art and creativity shape the world I live in?</b></p> <p><b>UAE Link:</b> Explore famous UAE artists and compare their work to other worldwide artists</p> <p><b>How can I be an active member of the community?</b></p> <p><b>UAE link</b> Explore local community services in your area and find out how the wider community contributes to this.</p>	<ul style="list-style-type: none"> <li>Foster creativity and imaginative thinking through engagement with various art forms such as visual arts, music, dance, drama, and creative writing</li> <li>Encourage students to explore new ideas, experiment with different techniques, and express themselves artistically</li> <li>Encourage active participation in community activities and initiatives</li> <li>Develop students' skills in engaging with community members organizations, and local resources</li> <li>Understand the importance of community involvement and the potential for positive impact</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Expressive Arts and The Community</p> <p><b>Assessment for Learning:</b> Questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To understand how to communicate ideas, thoughts, and feelings through different artistic mediums. The expressive arts encourage students to explore their creativity and engage in various forms of self-expression.</p> <p>To develop and equip students with skills, knowledge, and values necessary to actively contribute to their community and make a positive impact on the world around them</p>	<p>This <b>provides an opportunity for collaboration</b> between Drama, dance, PE, Music</p>	<ul style="list-style-type: none"> <li>Produce an illustrated study of the life and work of one famous celebrity/artist</li> <li>Create a poem or a short story</li> <li>Present a drawing or painting</li> <li>Participate in group work to make a list of the main organisations which help in your community</li> <li>Collect newspaper cuttings or access website information on homelessness</li> </ul>	<p>Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis</p>
<b>Term 2:</b>  <b>2.1</b> Beliefs and Values         <b>2.2</b> World of Work	<p>This module will explore students' understanding of personal values and beliefs</p> <p>This module will explore aspects of the professional world and equipping them with essential skills for career readiness.</p>	<p><b>What are my personal values and beliefs?</b></p> <p><b>UAE Link:</b> Compare UAE values and culture to the wider world</p> <p><b>How do I prepare for Career success?</b></p> <p><b>UAE Link:</b> Explore career options and further educational pathways available in the UAE</p>	<ul style="list-style-type: none"> <li>Develop students' understanding of beliefs and values</li> <li>Understand the factors that shape individual belief systems, including cultural, religious, and personal experiences</li> <li>Explore different career paths and industries</li> <li>Understand the world of work and employability skills</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The World of Work and Beliefs and Value</p> <p><b>Assessment for Learning:</b> Questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To gain insights into the cultural contexts that shape beliefs and values, including traditions, customs, and historical factors. This understanding enhances their ability to interact respectfully and effectively with individuals from different cultural backgrounds</p> <p>To explore different career options and gain insights into various industries and professions. To learn about different job roles, skills required, and educational pathways, allowing them to make more informed decisions about their future careers</p>	<p>This <b>provides an opportunity for collaboration</b> between Business Studies</p>	<ul style="list-style-type: none"> <li>Carry out an in-depth study into another religion</li> <li>Visit a place of worship and produce an illustrated report.</li> <li>Complete a period of work experience</li> <li>Carry out an in-depth study of an occupational area.</li> </ul>	<p>Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis</p>
<b>Term 3:</b> The Wider World	<p>This module will explore</p>	<p><b>What is going on in the World Around us ?</b></p> <p><b>UAE Link:</b> Explore and compare common issues in the UAE to the wider world</p>	<ul style="list-style-type: none"> <li>Develop students' understanding of the wider world</li> <li>Explore opportunities to view different lifestyles</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Wider World</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> Project Portfolio, written assignment, presentations <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<p>To be familiar global citizenship, cultural awareness, understanding of global challenges, critical thinking, intercultural communication, and a sense of responsibility towards creating a more sustainable and just world</p>	<p>This <b>provides an opportunity for collaboration</b> between Geography and Social Studies</p>	<ul style="list-style-type: none"> <li>Establish links with someone from another country and write a letter to them.</li> <li>Produce an illustrated study of a foreign country.</li> </ul>	<p>Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis</p>





# ASDAN Silver Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Module 1- Expressive Arts</b> <ul style="list-style-type: none"> <li>Conduct thorough research on the chosen celebrity or artist, gathering information about their background, achievements, and significant works</li> <li>Create an illustrated study that includes both written content and visual representations, showcasing key aspects of their life and artistic contributions</li> </ul>	Limited ability to create a creative piece	Some creative skills demonstrated	Can use creativity and artistic skills to create a piece	Confident in expressing their creativity in creating a piece	Confident in expressing their creativity in creating a piece and able to articulate why they made certain choices
<b>Module 2- The Community</b> <ul style="list-style-type: none"> <li>Discuss as a group the main organisations that provide support and assistance in your community</li> <li>Select and collect relevant website information that effectively highlight the issue of homelessness</li> <li>Explain how community involvement can contribute to personal growth and a sense of belonging</li> </ul>	Limited participation in group discussion of community organisations	Participates in some group discussions on community organisations	Ability to express an opinion on how to be involved in community organisations	Able to explain how being involved in a community organisation could help their personal growth	Expresses interest in playing an active role in community organisations
<b>Module 3- Beliefs and Values</b> <ul style="list-style-type: none"> <li>Conduct thorough research on a chosen religion, exploring its beliefs, practices, traditions, and historical context</li> <li>Create a presentation highlighting this using visuals and communicate this effectively</li> <li>Visit a place of worship associated with the chosen religion, respecting its customs and practices</li> </ul>	Limited ability to research a chosen religion	Can research a chosen religion on the internet	Can research a chosen religion on the internet and present this in a powerpoint	Can research a chosen religion on the internet and communicate this with others through a powerpoint	Can confidently present information about a chosen religion to others in a visually appealing powerpoint
<b>Module 4- World of Work</b> <ul style="list-style-type: none"> <li>Successfully complete the designated period of work experience, fulfilling the required hours and tasks as specified</li> <li>Actively engage in assigned tasks, seeking guidance when necessary and displaying a willingness to learn from experienced professionals</li> <li>Reflect on the work experience, evaluating personal growth, skills gained, and insights into the chosen occupational area</li> <li>Conduct comprehensive research on a chosen occupational area, including its skills, qualifications and career pathways</li> </ul>	Limited participation in work experience	Beginning to engage in assigned tasks during work experience	Can engage in assigned tasks during work experience and listen to instruction from others	Confident in engaging in assigned tasks during work experience and seeks guidance and feedback from others	Confident in engaging in assigned tasks during work experience, seeking guidance and feedback from others and reflecting on this in order to set personal targets
<b>Module 5- The Wider World</b> <ul style="list-style-type: none"> <li>Write a well-crafted and culturally sensitive letter to your international contact</li> <li>Show awareness of cultural customs, traditions, and norms in your communication</li> <li>Collect a wide range of reliable and diverse sources, including books, articles, websites, and firsthand accounts and create an illustrated study on a chosen country</li> <li>Present the study in a way that educates and enlightens the reader about the country's essence and significance</li> </ul>	Limited knowledge of cultural customs, traditions and norms	Beginning to develop knowledge of cultural customs, traditions and norms	Shows awareness of cultural customs, traditions and norms	Shows awareness of cultural customs, traditions and norms and creates an illustrated study to communicate this	Confidently presents information on cultural customs, traditions and norms and enlightens the reader about the country's essence.



# ASDAN Gold Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>1.1</b> Information Transmission  <b>1.2</b> Sport and Leisure	<p>This module will explore the effective communication and dissemination of information.</p>	<p><b>Why is communicating effectively important?</b></p> <p><u>UAE Link:</u> Understand how information is communicated in the culture of the UAE and compare this to international contexts.</p>	<ul style="list-style-type: none"> <li>Develop skills in expressing ideas and information clearly</li> <li>Understand the importance of adapting communication style and content to suit different audiences, purposes, and settings</li> <li>Develop leadership skills by taking initiative, organizing activities, motivating others, and demonstrating responsible decision-making in the context of sports and leisure</li> <li>Demonstrate the ability to work effectively as part of a team, understanding roles, responsibilities, and effective communication to achieve common goals</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Information transmission and Sport and Leisure</p> <p><u>Assessment for Learning:</u> Questioning, peer and self-assessment, class discussion and feedback  <u>Summative Assessment:</u> Project Portfolio, written assignment, presentations  <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<ul style="list-style-type: none"> <li>To understand the importance of communication and its impact on global interactions</li> <li>To understand the importance of maintaining a healthy and active lifestyle, including the benefits of regular exercise, stress reduction, and the development of physical skills</li> </ul>	<p>This <i>provides an opportunity for collaboration</i> between IT, Business Studies, Computer Science, Media</p>	<ul style="list-style-type: none"> <li>Plan and give a short talk on a subject of your choice</li> <li>Present topical information from a magazine or newspaper articles.</li> <li>Research and write a review on a book or film</li> </ul>	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
	<p>This module will explore sport and leisure and aims to provide participants with a deeper understanding of sports and recreational activities.</p>	<p><b>How can I maintain a healthy lifestyle and motivate others to be healthy?</b></p> <p><u>UAE Link:</u> Explore leisure possibilities here in the UAE and review a sports event in the UAE.</p>	<p>This <i>builds on</i> previous knowledge and concepts from Term 2 of the Bronze award</p>	<ul style="list-style-type: none"> <li>Produce a review from a sports event, theatre or exhibition</li> <li>Research leisure possibilities in your area and recommend suitable activities for different groups of people</li> <li>Produce a list of different occupations in the leisure industry</li> </ul>				
<b>Term 2:</b> <b>2.1</b> The Community  <b>2.2</b> Healthy Living	<p>This module will explore community dynamics, fostering social responsibility, and encouraging active participation in community initiatives</p>	<p><b>What is my role within the local and global community?</b></p> <p><u>UAE Link:</u> Researching local and government departments in the UAE. Writing about services in the UAE.</p>	<ul style="list-style-type: none"> <li>Develop your understanding of community dynamics</li> <li>foster a sense of social responsibility, and empower you to take active roles in community initiatives</li> <li>Develop an understanding of the importance of physical and mental well-being and its impact on overall quality of life</li> <li>Understand the potential hazards in their surroundings and learn strategies to create a safe and healthy living environment</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Community and Health Living</p> <p><u>Assessment for Learning:</u> Questioning, peer and self-assessment, class discussion and feedback  <u>Summative Assessment:</u> Project Portfolio, written assignment, presentations  <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<ul style="list-style-type: none"> <li>To gain a deeper insight into the understanding of their local and global communities, their roles within them, and the impact they can have on society</li> <li>To gain essential knowledge and skills for maintaining their physical and mental well-being. This knowledge empowers individuals to make informed decisions, take responsibility for their health, and become advocates for healthy living within their communities</li> </ul>	<p>This <i>builds on</i> previous knowledge and concepts from Term 2 of the Bronze award</p>	<ul style="list-style-type: none"> <li>Research media coverage of a recent issue in the news</li> <li>Find out about the work of local and national government departments</li> <li>Find out about a local or national service and write a report on what you have learned</li> </ul>	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
	<p>This module will explore healthy living and promoting a holistic understanding of health and well-being.</p>	<p><b>How can I protect my physical and mental wellbeing?</b></p> <p><u>UAE link</u> Research the most common accidents here in the UAE and suggest ways I can avoid them.</p>	<ul style="list-style-type: none"> <li>Research and identify the most common accidents that take place in the news and suggest ways that they can be avoided</li> <li>Carry out a safety survey within your school</li> <li>Produce an information sheet , video or display about the topic of health and the Environment</li> </ul>					

<p><b>Term 3:</b> <b>3.1</b> Independent Living</p>	<p>This module will explore the different ways of equipping participants with the skills and knowledge necessary for living independently</p>	<p><b>What are the essential skills and knowledge needed to develop independence in daily life?</b></p> <p><u>UAE Link:</u> Go on a supermarket shop here in the UAE and make a personal budget using dirhams.</p>	<ul style="list-style-type: none"> <li>Acquire essential practical skills necessary for independent living, such as cooking, cleaning, laundry, budgeting, and basic household maintenance</li> <li>Understand the importance of budgeting, saving, and managing money effectively</li> <li>To create and maintain a personal budget, track expenses, and make informed financial decisions</li> <li>Develop an understanding of global issues, cultures, and perspectives through research, exploration, and analysis of international topics</li> </ul>	<p>Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Independent Living and International Links</p> <p><u>Assessment for Learning:</u> Questioning, peer and self-assessment, class discussion and feedback</p> <p><u>Summative Assessment:</u> Project Portfolio, written assignment, presentations</p> <p><b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	<ul style="list-style-type: none"> <li>To develop practical life skills that are crucial for self-sufficiency. These skills include managing finances, budgeting, cooking, cleaning, home maintenance, time management, problem-solving, and decision-making</li> <li>To develop life skills that are crucial for self-sufficiency. These skills include managing finances, budgeting, cooking, cleaning, home maintenance, time management, problem-solving, and decision-making. Acquiring these skills empowers you to confidently handle various aspects of adult life</li> </ul>	<p>This <i>provides an opportunity for collaboration</i> between Food and Textiles</p> <p>This <i>provides an opportunity for collaboration</i> between Social studies, Geography, Business studies, English, Media</p>	<ul style="list-style-type: none"> <li>Plan and cost the food required for a healthy weekend at home.</li> <li>Cost out a family holiday</li> <li>Plan a budget to allow you to live independently for a period of one year</li> <li>Clean and maintain one aspect of the house for one month</li> <li>Plan an overseas tour for a famous singer or group</li> <li>Plan and Produce an itinerary for an educational visit to a Foreign country</li> <li>Choose an international issue that is currently in the news and research it further</li> </ul>	<p>Improving own learning and performance</p> <p>Working with others</p> <p>Problem solving</p> <p>Communication</p> <p>ICT</p> <p>Application of number</p> <p>Resilience</p> <p>Research</p> <p>Inquiry</p> <p>Analysis</p>
<p>3.2 International Links</p>	<p>This module will explore activities designed to develop students' skills and knowledge in international links.</p>	<p><b>What are the skills I need to plan an international adventure?</b></p> <p><u>UAE link:</u> Research flights from the UAE to other countries. Research international issues that impact the UAE.</p>						



# ASDAN Gold Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Module 1- Information transmission</b> <ul style="list-style-type: none"> <li>Demonstrate a comprehensive understanding of the chosen topic, including its key concepts, relevant facts, and related issues</li> <li>Conduct extensive research using a variety of reputable sources to gather accurate and up-to-date information on the chosen topic</li> </ul>	Demonstrates limited research skills.  Limited ability to research leisure activities and occupations.  Limited ability to research government and community services.  Limited knowledge of how to prevent accidents.  Limited knowledge of how to budget for daily living expenses.  Limited ability to research an international issue in the news.	Beginning to become more confident with researching and presenting topic information.  Beginning to research a diverse range of leisure activities and occupations associated with them.  Beginning to be able to investigate government and community services.  Beginning to develop knowledge of how to prevent accidents through conducting a survey.  Beginning to be able to identify daily living expenses and research and calculate costs.  Beginning to be able to conduct research an international issue in the news using reliable resources	Can research a chosen topic and present this in an engaging manner.  Can research a diverse range of leisure activities and occupations associated with them.  Can investigate government and community services and present their findings.  Can present research findings based on preventing accidents and develop a survey about safety concerns within the school environment.  Can identify daily living expenses and research and calculate costs.  Can research an international issue and critically evaluate different causes and potential solutions.	Confident in researching a chosen topic and presenting this in an interesting way.  Confident in researching a diverse range of leisure activities and occupations and presents comprehensive research on this.  Can conduct thorough research of government and community services and present their findings.  Presents research findings and a well structured survey based on preventing accidents in the school environment using appropriate language and visuals.  Can identify daily living expenses and research and calculate costs ensuring it aligns with a pre determined budget.  Can demonstrate critical thinking skills by examining underlying factors and potential consequences.	Confident in researching a chosen topic and presenting this in an interesting way using interactive elements.  Able to present comprehensive research on leisure activities and occupations highlighting key responsibilities, skills and qualifications.  Confidently conducts thorough research on government and community services and present their findings in detail.  Confidently presents research findings and a well structured survey based on preventing accidents in the school environment using appropriate language and visuals.  Confidently identifies daily living expenses and research and calculates costs ensuring it aligns with a pre determined budget and adjusting where necessary.  Effectively presents research findings in a clear and organised manner and summarising key aspects of the issue.
<b>Module 2- Sport and Leisure</b> <ul style="list-style-type: none"> <li>Provide a detailed and descriptive analysis of the event, performance, or exhibition, including the atmosphere, staging, visuals, sound, and overall experience.</li> <li>Conduct thorough research on leisure possibilities in the local area, considering a diverse range of activities and attractions</li> </ul>					
<b>Module 3- The Community</b> <ul style="list-style-type: none"> <li>Conduct comprehensive research using diverse sources such as news articles, reports, interviews, or documentaries to gather information about the issue.</li> <li>Clearly present the findings of the research, organizing the information in a coherent and structured manner</li> </ul>					
<b>Module 4- Healthy Living</b> <ul style="list-style-type: none"> <li>Conduct thorough research to identify and analyze the most common accidents reported in the news, considering a range of sources such as news articles, official reports, or statistical data.</li> <li>present the research findings, including a comprehensive overview of the identified accidents and a detailed explanation of the proposed preventive measures</li> </ul>					
<b>Module 5- Independent Living</b> <ul style="list-style-type: none"> <li>Create a comprehensive shopping list with accurate quantities and measurements of ingredients.</li> <li>Calculate the total cost of the food items and ensure it aligns with the predetermined budget.</li> <li>Research and compare transportation costs, including flights, accommodation, and local transportation</li> </ul>					
<b>Module 6- National Links</b> <ul style="list-style-type: none"> <li>Select a relevant and significant international issue currently in the news</li> <li>Conduct comprehensive research using reliable sources to gather information on the issue</li> <li>Analyze and critically evaluate different perspectives, causes, implications, and potential solutions related to the issue</li> </ul>					



# Arabic A: Curriculum Ambition

**طلاب مدرسة هورايزون الدولية هم من الشباب اللامعين والقادرين، الذين غالباً ما يلتحقون بالمرحلة الثانوية بحماس واهتمام شديد للتوسع في دراسة اللغة العربية. يهدف منهجنا إلى البناء على ذلك والتأكد من:**

- تطوير الكفاءة في مهارات القراءة والكتابة والتحدث والاستماع باللغة العربية الفصحى.
- بناء أساس وحصيلة لغوية متينة واكتساب المعرفة الثقافية والفهم للبلدان الناطقة باللغة العربية ، بما في ذلك تاريخها وتقاليدها وعاداتها.
- اكتساب وتطوير مهارات اللغة العربية الأربع لدى الطلاب، وتمكينهم من المشاركة في المحادثات والمناقشات والمناظرات حول مواضيع مختلفة. وسيشجع ذلك على المشاركة النشطة ويوفر فرصاً للطلاب للتعبير عن آرائهم وأفكارهم باللغة العربية.
- استكشاف مجموعة من النصوص العربية الأصيلة، مثل الأدب والمقالات الإخبارية والقصائد. سيؤدي ذلك إلى تعزيز مهاراتهم اللغوية مع تعريضهم لأنواع وأساليب مختلفة من الكتابة العربية بالإضافة لتطوير مهارات التفكير النقدي لديهم.

**سيتم تحقيق أهداف منهجنا الدراسية من خلال:**

- مجموعة من الأنشطة ، مثل أنشطة اللغة التفاعلية داخل الصف، والقراءة ، وكتابة المقالات ، والعروض التقديمية الشفوية ، وممارسة اللغة الفصحى في التحدث مع الآخرين.
- المشاركة في الأنشطة الصفية ولعب الأدوار والمناقشات والمناظرات والعمل الجماعي وهذا سيساعد في تطوير مهارات اللغة لدى الطلاب.
- دراسة بعض الموضوعات المتعلقة بالأدب والتاريخ والتقاليد والعادات والقضايا المعاصرة المتعلقة بالمجتمعات العربية.
- التعرض للمواد الثقافية الأصيلة ، مثل الأدب والأفلام والموسيقى والفن، وذلك تعزيزاً للوعي الثقافي.
- تشجيع الطلاب على أن يصبحوا متعلمين مستقلين وتحمل مسؤولية تطوير لغتهم.

**يتم تنفيذ أهداف المنهاج من خلال البيانات والتقييم وإعداد التقارير والتدقيق المستمر وصوت الطلاب الذي:**

- يقدر ويدرك أهمية جهد الطلاب ومشاركتهم وموقفهم من التعلم في كل درس وكل جزء من العمل.
- يوفر ملاحظات منتظمة وفعالة للطلاب حول كيفية التقدم أكثر ، مدعومة بنموذج معايير النجاح لكل موضوع.
- يجمع البيانات ويحللها باستمرار من أجل التخطيط وإعداد الدروس والتعديل والتكيف والتقدم والتحصيل بما يناسب المرحلة الدراسية.
- يقدم تقارير مكتوبة لأولياء الأمور ومن خلال استشارة أولياء الأمور والمعلمين لمناقشة تقدم الطالب الفردي ونقاط القوة ومجالات التطوير والانخراط في أنشطة الإشراف والتدقيق المنتظمة ، والتي تتضمن مشاركة عينات من عمل الطلاب ، وتقييم العمل باستخدام معايير النجاح المحددة مسبقاً ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار داخل القسم والمدرسة الثانوية

**طلاب مدرسة هورايزون الدولية هم من الشباب اللامعين والقادرين، الذين غالباً ما يلتحقون بالمرحلة الثانوية بحماس واهتمام شديد للتوسع في دراسة اللغة العربية. يهدف منهجنا إلى البناء على ذلك والتأكد من:**

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# Arabic A: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> همم عالية	1.3.2 أن يقرأ المتعلم نصوصاً متنوعة ويحلّلها ويقيّمها، ويدمج الفكر المقدم فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية. 1.2.2	كيف تصبح إنساناً ذا همّة عالية؟ وما الذي يساعدك على تحقيق طموحاتك؟ وهل يجب عليك خوض النضال لتحقيق ما تترنو إليه؟ أم تنتظر الحظ أو من يساعدك على ذلك؟ <b>UAE Link:</b> وصول دولة الإمارات إلى القضاء، وتحقيق حلمها الذي تمثّل عليه منذ سنوات، وبسبب همّة العالية والإصرار وصلت ونجحت في تحقيق حلمها.	-التدريب على النصوص الخارجية (قراءة وفهم مقروء) وكيفية تحليلها 1-نص سردي خارجي (قراءة وتحليل) 2-نص معلوماتي (قراءة وتحليل) 3- شعر مكون من أبيات بسيطة (قراءة وتحليل) 4- نص إرشادي أو نص آخر (قراءة وتحليل) 5- كتابة تلخيص للنص السري.	<a href="http://www.almaany.com/ar/dict/ar-ar/">http://www.almaany.com/ar/dict/ar-ar/</a> 1- استراتيجية التعليم المباشر: عن طريق السؤال والجواب بما يوحى عنوان النص 2- استخدام الرابط الموجود بالأعلى للبحث عن معاني الكلمات الصعبة 2-ترك زمن محدد في الحصة للقراءة الصامتة. - استراتيجية المناقشة والحوار حول المقال بصورة عامة - أعمق فهمي استنتاج (الأفكار-خصائص كل نص - الأدلة التي ساقها الكاتب في كل نص) من النماذج الموجودة (المقارنة). استخدام استراتيجية سكرتير في صياغة أسئلة التفكير الناقد. - نشاط إبداعي عن طريق كتابة نص من إبداعك موظفاً عناصره - نشاط التحدي عن طريق المقارنة بين نص ونص آخر	3.1.2.2G7 يعدّد المتعلّم الخصائص الفنية التي تميّز النصّ موضحاً ما يتميّز به. 4.1.2.2G7 يحلّل المتعلّم نصّاً نثرياً (رواية، قصة قصيرة، مسرحية) إلى عناصره الفنية، موضحاً فكرته، كاتباً تلخيصاً عنه، مستخدماً الثقافة في نشر ما كتبه عبر مواقع التواصل الاجتماعي على الشبكة المعلوماتية.	يبني لدى الطالب علو الهمّة والطموح ويندّل ما يمكن بذله للوصول إلى أعلى القمم، غير معتمد على هذا أو ذاك، أو غير معتمد على الحظ. يقوّي الشخصية لدى الطالب، وتحمل المسؤوليات منذ الصغر.	كتابة قصة عن أحد أصحاب الهمم في بلدك.	الحصف الذهني التفكير الإبداعي الرابط بالواقع الرابط بالمواد الأخرى الرابط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني
<b>Term 2:</b> رحلة المعرفة	ما أساس نهضة الأمم؟ ومقياس التباهي والتفاخر بين الناس؟ وهل فعلاً قوة العلم لا تضاهيها قوة؟ <b>UAE Link:</b> وصول الإمارات إلى ما وصلت إليه من تقدم وتطور في جميع المجالات بسبب قوة العلم، وجعل العلم الأساس الأول لتقدم ورفي البلاد.	ما أساس نهضة الأمم؟ ومقياس التباهي والتفاخر بين الناس؟ وهل فعلاً قوة العلم لا تضاهيها قوة؟ <b>UAE Link:</b> وصول الإمارات إلى ما وصلت إليه من تقدم وتطور في جميع المجالات بسبب قوة العلم، وجعل العلم الأساس الأول لتقدم ورفي البلاد.	- أن يحدّد الطلاب الدلالات الإيحائية والمجازية في النصّ الشعري - أن يبنّر الطلاب النصّ الشعري في صورة. أن يوضّح الطلاب الفكرة الرئيسية والأفكار الفرعية في النصّ.	البحث في موقع المعاني لتفسير المفردات. <a href="http://www.almaany.com/ar/dict/ar-ar/">http://www.almaany.com/ar/dict/ar-ar/</a> القاعدة: توظيف الأساليب الخيرية والإنشائية. 1- يتم عرض فيديو حول موضوع القصة ومناقشة الطلاب فيه. 2- القراءة الصامتة 3- الفهم العام من خلال المناقشة والحوار والعصف الذهني حول ما جاء في القصة. 4- أعمق فهمي عن طريق تقسيم الطلاب إلى مجموعات تتناقش حول (أحداث القصة - والفكر الواردة - الشخصيات - معجم القصة - 5- وضع نهاية مختلفة للقصة - واجباتنا من يطلب المساعدة - نقد القصة) 5- نشاط كتابي (قصة قصيرة - موضوع وصفي - تعبير).	3.1.2.2 يحدّد المتعلّم الخصائص الفنية التي تميّز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميّز به كل نوع. 4.1.2.2 يحلّل المتعلّم نصّاً نثرياً (قصة قصيرة - رواية، مسرحية) إلى عناصره الفنية، موضحاً فكرته، كاتباً تلخيصاً عنه، مستخدماً الثقافة في نشر ما كتبه عبر مواقع التواصل الاجتماعي على الشبكة المعلوماتية.	يبني لدى الطالب علو الهمّة والطموح ويندّل ما يمكن بذله للوصول إلى أعلى القمم، غير معتمد على هذا أو ذاك، أو غير معتمد على الحظ. يقوّي الشخصية لدى الطالب، وتحمل المسؤوليات منذ الصغر.	صمم خريطة ذهنية عن نهضة الأمم	الحصف الذهني التفكير الإبداعي الرابط بالواقع الرابط بالمواد الأخرى الرابط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني

<p><b>Term 3:</b></p>	<p>- أن يحلل المتعلم (القصة) إلى عناصرها الفنية.</p> <p>- أن يكتب تلخيصاً عن القصة موضوعاً فكرتها.</p> <p>-يستخدم المواقع الاجتماعية للنشر.</p>	<p>ما المشترك بين البيئة الإماراتية والبيئة التي وردت في النص؟</p>	<p>1.3.2 أن يقرأ المتعلم نصوصاً متنوعة ويحللها ويقيّمها، ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية.</p> <p>1.1.2 أن يحدد المتعلم جوانب معينة في النصوص الأدبية ويفهمها ويحلل عناصر النص وخيارات المؤلفين في اختيار الكلمات والاساليب الأدبية المناسبة لنصوصهم.</p> <p>1.2.2 أن يحدد المتعلم الفكر الرئيسية والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسية والرسالة العامة أو الدروس المقدمة في النصوص الأدبية.</p>	<p>البحث في موقع المعاني لتفسير المفردات.</p> <p><a href="http://www.almaany.com/ar/dict/ar-ar/">http://www.almaany.com/ar/dict/ar-ar/</a></p> <p>1- استراتيجيات التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان المقال.</p> <p>2- عرض فيديو والتعليق عليه من الطلاب.</p> <p>2- القراءة الصامتة للمقال مع مراعاة الزمن.</p> <p>3- استراتيجيات المناقشة والحوار حول المقال بصورة عامة مع استخدام أسئلة التفكير الناقد.</p> <p>4- أعمق فهمي عن طريق تقسيم الطلاب الى مجموعات مع تكبيرهم بأداب العمل التعاوني ودقة الاجابات وسرعة الانجاز مع التحفيز لهم وتقوم كل مجموعة بمهمة حول المقال (الأفكار – الصور الجمالية – الكاتب وحياته - الأدلة التي ساقها – نقد المقال عن طريق ذكر ما أعجبك وما لم يعجبك والتعليق – الخصائص الفنية للمقال ويجوز للطلاب استخدام البحث في الشبكة العنكبوتية) يمكن عمل هذه المجموعات باستخدام برنامج "تريبلو".</p>	<p>3.1.2.3G7</p> <p>يصف المتعلم ملئ انسجام الجمل والفقرات والرسوم البيانية... في نص معلوماتي مع البناء العام للنص، ومساهمة ذلك في تطوير الفكر والمفاهيم.</p> <p>1.1.1.3G7</p> <p>يحدد المتعلم الفكرة الرئيسية للنص بعد تحليله المعلومات الصريحة والضمنية مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله مثل إحصاءات وأرقام ..... ومواقف "</p> <p>1.12.3G7</p> <p>يفسر المتعلم الكلمات والمصطلحات والعبارات في نصوص معلوماتية بما في ذلك المعاني الدلالية.</p>	<p>هذه الوحدة تبرز لدى الطالب أهمية الصبر والتفؤول مهما كانت الظروف. فالخوف والجزع والتشاؤم كلها لا تفيد الإنسان بل تضره وتثبط من عزيمته.</p>	<p>صمم خريطة ذهنية عن نهضة الأمم</p>	<p>العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني</p>
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# Arabic A: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>مهاره القراءة</b> يحدد الفكر الرئيسة او الرسالة العامة، والدروس المستفادة من النصوص.	يحدد المعنى الإجمالي للنص، موضعا الفكر الرئيسة	يحدد المعنى الإجمالي للنص، موضعا الفكر الرئيسة، ومفسرا كلمات النص الشعري.	يتعرف تقنيات السرد والوصف والحوار في الكتابة القصصية، مميذا بينها.	يحلل استخدام اللغة المجازية والمعاني الدلالية للكلمات في النص الأدبي.	يقارن بين نصين أدبيين (قديم/حديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب.
<b>مهاره الكتابة</b> يكتب نصوصا تعبر عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية؛ من خلال مراحل الكتابة.	يكتب نصا سرديا محمدا أعراض الكتابة.	يكتب سيرة ذاتية أو نصوصا سردية تشمل على الشخصيات الرئيسة والثانوية والحبكة والصراع والحل مستخدما تقنيات الحوار والسرد والوصف.	يكتب نصوصا تفسيرية (وصف -مقارنة-مقابلة-شرح -مسئلة وحل) ليعرض وجهة نظره، مقدما أدلة مقنعة.	يكتب استجابات شخصية للنصوص الأدبية التي يقرأها، مظهرا تفسيراً وتحليلاً لأبعاد النص.	يكتب نصوصا إقناعية، مقدما وجهة نظر في قضية أو موضوع، مدعومة بأدلة داعمة.
<b>مهاره التحدث</b> يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة.	يقدم عرضا تقديميا عن وجهة نظر شخصية.	يقدم عرضا تقديميا معلوماتيا بطرائق واضحة ومنطقية، موظفا الكلمات المناسبة، معتمدا على تنوع الجمل اللغوية التي تناسب الموقف، مظهرا فهمه للموضوع، مستخدما اللغة العربية الفصحى.	يعد وينتج قصة ويقدمها مستخدما عناصر القصة الأساسية، وميذا المكان والحبكة، مستخدما آليات الكلام المتضمنة: ضبط التنخيم ووضوح الصوت والاتصال البصري.	يقدم المتعلم متعاوناً مع زميل له عرضا تقديميا عن تطور الأحداث في قصة مقرر، ميديا رأيه، وداعما له بالأدلة.	يستخدم مستقلا محتويات وسائل الإعلام الرقمي، والرسومات المرئية للبيانات لمناقشة حادثة تاريخية.
<b>مهاره الاستماع</b> يحدد مضمون النص المسموع، والفكرة الرئيسة، والأفكار الفرعية، ويحلل المادة المسموعة؛ محمدا العلاقات بين أجزاء النص، مفاضلا بين الآراء.	يخمن معاني الكلمات غير المعروفة في النص المسموع.	يخمن معاني الكلمات غير المعروفة في النص المسموع، محمدا الإيماءات والإشارات وتعبيرات الوجه التي وظفها المتحدث لتلبية المعاني والأحاسيس.	يحدد معاني العبارات الواردة في النص المسموع، والرسائل المضمنة.	يحلل المادة المسموعة كالمقال، محمدا العلاقات بين أجزاء النص، مفاضلا بين الآراء.	يسمع إلى نص يتضمن آراء متعددة عن موضوع يتصل بقضية اجتماعية -وطنية- إنسانية موازنا بين آراء المتحدثين ميديا رأيه بصراحة وموضوعية.
<b>مهاره القواعد</b> يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما صحيحا.	يتعرف الفعل المبني للمجهول والفعل المبني للمعلوم، ونائب الفاعل . يتعرف الفعل المبني للمعلوم إلى مبني للمجهول.	يتعرف الفعل المبني للمجهول إلى مبني للمعلوم، ويعر به، ويوظفه في جمل من عنده. يتعرف نائب الفاعل، ويعر به، ويوظفه في جمل من عنده.	يتعرف الفعل المبني للمجهول إلى مبني للمعلوم، ويعر به، ويوظفه في جمل من عنده. يتعرف نائب الفاعل، ويعر به، ويوظفه في فترة. يتعرف الفعل الصحيح والفعل المعتل، وعلامات نصب وجزم المضارع. يتعرف المفعول المطلق، وكيفية صياغته، وإعرابه. يتعرف المفعول فيه، ويعر به، ويوظفه.	يتعرف الفعل المبني للمجهول إلى مبني للمعلوم، ويعر به، ويوظفه في جمل من عنده. يتعرف نائب الفاعل، ويعر به، ويوظفه. يتعرف الفعل الصحيح والفعل المعتل، وعلامات نصب وجزم الفعل المضارع. يتعرف المفعول المطلق، وكيفية صياغته، وإعرابه. يتعرف المفعول فيه، ويعر به، ويوظفه.	يتعرف الفعل المبني للمجهول إلى مبني للمعلوم، ويعر به، ويوظفه في جمل من عنده. يتعرف نائب الفاعل، ويعر به، ويوظفه. يتعرف الفعل الصحيح والفعل المعتل، وعلامات نصب وجزم المضارع. يتعرف المفعول المطلق، وكيفية صياغته، وإعرابه. يتعرف المفعول فيه، ويعر به، ويوظفه.



# Arabic B: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Arabic B. Our curriculum aims to build on this and ensure that they:**

- Develop proficiency in reading, writing, speaking, and listening skills in Arabic as a second language
- Provide a solid foundation in vocabulary, grammar, and sentence structure
- Gain cultural knowledge and understanding of Arabic-speaking countries, including their history, traditions, and customs
- Acquire effective communication skills in Arabic, enabling them to engage in conversations, discussions, and debates on various topics
- Explore a range of authentic Arabic texts, such as literature, news articles and poems
- Develop critical thinking and analytical skills through the study of Arabic texts, encouraging students to interpret and evaluate information in Arabic
- Foster a love for Arabic language and culture, inspiring students to continue learning and using Arabic beyond the classroom. To provide engaging and meaningful learning experiences that make Arabic language learning enjoyable and rewarding
- Support students in preparing for external language proficiency examinations, such as the Arabic GCSE or equivalent assessments. It will align with the examination requirements and provide ample opportunities for students to practice and develop the necessary skills
- Encourage independent learning and self-reflection, enabling students to set goals, monitor their progress, and take ownership of their language learning journey
- Promote inclusivity and celebrate diversity within the Arabic-speaking world, ensuring that all students feel valued and respected regardless of their background or proficiency level in Arabic

**These aims are realised through our curriculum which:**

- Our curriculum aims will be achieved through a range of activities, such as interactive language exercises, reading comprehension tasks, essay writing, oral presentations, and language practice with native speakers
- Engagement in authentic communication. Classroom activities, role-plays, discussions, debates, and group work will help develop students' communication skills
- Study some topics related literature, history, traditions, customs, and contemporary issues related to Arab societies. Exposure to authentic cultural materials, such as literature, films, music, and art, can promote cultural awareness
- Independent Learning: The curriculum aims to encourage students to become independent learners and take responsibility for their own language development
- The students will use of digital resources, online platforms, language learning apps, multimedia materials, and communication tools that facilitate language practice and authentic interaction

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Arabic B: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>Travel and tourism</b>	This unit will explore travel and trips, types of internal and external, and the benefits of travelling around the world	<b>What are the types of trips? How does travel affect your personality? How do you plan your trip?</b>  <b>UAE Link:</b> Exploring the cultural heritage through the diversity of the Emirati environment, encouraging UAE tourism, and promoting tourist places through trips such as safari trips present solutions for the development of tourism in the UAE	<ul style="list-style-type: none"> <li>Enumerate the types of trips</li> <li>Write a descriptive text for a trip to any country</li> <li>Identify story elements and create a story</li> <li>Write a trip plan</li> <li>Create an advertisement for a trip</li> <li>Analyse a descriptive text and identify the main ideas and supporting idea</li> </ul>	<p>Through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming using critical thinking and collaborative skills</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback. Reading-writing-listening and speaking quizzes and tasks <b>Summative Assessment:</b> End of term Creative writing and reading assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	Understands and using new vocabulary in familiar and unfamiliar contexts. Answer the questions of comprehension and assimilation	<p>This <b>builds on</b> your existing knowledge about tourist places</p> <p>This <b>provides an opportunity for collaboration</b> between geography and English</p>	<ul style="list-style-type: none"> <li>Designing videos about tourism in the students' countries</li> <li>Designing marketing advertisements for hotels and tourist places</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
<b>Term 2:</b> <b>The weather</b>	This unit will explore the weather in different country and compare between the weather in his country and Dubai.	<b>How the weather looks like in different seasons ?</b>  <b>UAE Link:</b> Exploring the cultural heritage through the diversity of the Emirati environment, encouraging UAE tourism, and promoting tourist places through trips such as safari trips present solutions for the development of tourism in the UAE specially in winter because of its good weather.	<ul style="list-style-type: none"> <li>The student describes the weather in Dubai / different countries</li> <li>The student will compare the weather in different countries</li> <li>The student should explain the relationship between environmental pollution and weather conditions</li> <li>For the student to create a weather forecast</li> <li>The student explains the results of freezing and boiling points</li> <li>Explain the relationship between tourism and climate</li> <li>The student should write an essay about the weather conditions in Dubai / his country</li> <li>That the student express his opinion about the weather in different seasons of the year</li> </ul>	<p>Through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming using critical thinking and collaborative skills</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> End of term writing and listening assessment <b>This assessment will assess how effectively students have developed their understanding of the topics and the unit</b></p>	Understands and using new vocabulary in familiar and unfamiliar contexts	<p>This <b>builds on</b> your existing knowledge about weather</p> <p>This <b>provides an opportunity for collaboration</b> between geography and English</p>	<ul style="list-style-type: none"> <li>Designing videos about weather in the students' countries</li> <li>Designing a broadcast about the weather in different countries.</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
<b>Term 3:</b> <b>Celebrations and occasions</b>	This unit will explore the different celebrations and how to invite others for different celebrations.	<b>What are the different celebrations and which one do you prefer and why? How you plan for a party to celebrate?</b>  <b>UAE Link:</b> Describe the important celebrations in UAE.	<ul style="list-style-type: none"> <li>Describe important celebrations in his family and in UAE and his country</li> <li>Create an invitation about different celebrations</li> <li>Create a replaying to the invitations</li> <li>Evaluate the party and give suggestions for developments</li> </ul>	<p>Through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming, using critical thinking and collaborative skills</p> <p><b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	Understanding and using new vocabulary in familiar and unfamiliar contexts	<p>This <b>builds on</b> your existing knowledge from previous learning last years and from real life.</p> <p>This <b>provides an opportunity for collaboration</b> between geography and English</p>	<ul style="list-style-type: none"> <li>Designing videos about the different parties and celebrations he attend</li> <li>Design an invitation card for different celebrations</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience



# Arabic B: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Analyse and Understand information and details in texts related to daily life, personal interests and studies confidently and easily and understand cohesive narratives and descriptive texts. ( Reading skill)</b>	Explain short non - complex texts presenting basic information about a variety of personal and social topics - with few gaps in comprehension	explain cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules.	Understand narrative and descriptive texts comprised of more than one paragraph, can understand main idea and supporting details. Comprehension is derived mainly from knowledge of context and content.	Clearly explain the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them	Can accurately explain the main idea, facts and multiple details and comprehension derives not only from context and knowledge of topic, but also from the reader's own knowledge of the language itself
<b>Create on a wide range of academic, specialized, and general topics, also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.( writing skill)</b>	Can write a simple paragraph or summary about different topics and events using one tense.	The writer can write narrative and descriptive texts using some tenses and a variety of linguistic structures.	Can show some ability to write narrative and descriptive texts in the present, past and future tenses when writing about everyday events and situations. Such descriptive and narrative texts are one paragraph long using all tenses and a variety of linguistic structures.	Can write narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time and writing includes some of linking words and is composed of more than one paragraph.	Can include a variety of linking words and is composed of more than 3 paragraph also writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas. Writing is sometimes similar to oral discourse.
<b>Develop his understanding of the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts. ( listening skill)</b>	Can easily and confidently explain simple and compound sentences (one sentence at a time) about basic.	Can demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea and some simple details.	Can generally explain the main facts and some details in narrative and descriptive texts composed of more than one paragraph.	Can explain the main facts and many supporting details. His understanding may be based on context and knowledge of linguistic structures and content.	Can create augmented, and mixed reality technologies to design and develop complex experiences that solve problems
<b>Evalute his speaking and converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. ( speaking skill)</b>	Can perform many communication tasks and can actively participate in most informal discussions and some formal ones.	Can show ability to narrate and describe using all tenses.	The student is fluent due to his wide range of vocabulary and ability to use a variety of linguistic structures.	The speaker can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity.	The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts also can participate in dialogues using appropriately correct, clear and precise linguistic structures to convey desired message.

# Art / Textiles: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Art and Design. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to become future strong, creative thinkers, who are equipped with 21<sup>st</sup> century learning skills to embrace the everchanging art world.
- Enjoy creativity and engineering to develop new and exciting Artwork
- Explore emerging techniques and skills such as digital art and printing and new styles and trends emerging for the world of Art and Fashion.
- Explore the importance of contextual analysis and interpretation to make informed decisions
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Provided with access to real-world brands and problems and industry experts to provide guidance and advice on trends and styles
- Build an understanding of the idea that Art is about the IDEA not always about the look.
- Develop skills in sewing construction and printed design with the necessary skills to succeed in the industry
- Showcase their innovative solutions and receive feedback from peers and industry experts
- Embrace a mindset of resilience and adaptability to cope with the fast-paced and ever-changing Art and Design world.

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including Fine Art Textiles and 3D Design.
- Is organised to stimulate depth and breadth of thinking, understanding and mastery of skills across 3 pathways.
- Encourages a culture of exploration, research and application through 21<sup>st</sup> century skills and techniques
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria flight paths and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Art / Textiles: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	3D Design clay skills: To make a Diwali lantern using the slab technique.	<b>Design and make a Diwali inspired candle holder</b>  <b>UAE Link:</b> <b>Cultural social</b> <b>Moral Education</b> <b>Perspective from around the world.</b> <b>Cultures living in communities</b>	<ul style="list-style-type: none"> <li>To develop original ideas being inspired by the shapes, textures and colours of Diwali</li> <li>To design and make a Clay lantern using the slab technique</li> <li>To develop your knowledge of joining methods using 'slip and scoring' clay tools</li> <li>To understand how to mix tints and tones of colours</li> </ul>	<p>Through exploring artist and designers. Celebrations and traditions that will inspire the form and colour of the clay lantern</p> <p><b>Assessment for Learning:</b></p> <ul style="list-style-type: none"> <li>How have you used your research to inform your own original design</li> <li>How successful are your joining methods</li> <li>How have you shown shape form and colour to create a Diwali inspired lantern</li> </ul> <p><b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	To understand to respond to the world around you	<p>This <b>builds on</b> clay techniques and 3d fine motor skills</p> <p>This <b>builds towards</b> creative independence as each outcome may be different depending on the student's research</p> <p>This <b>provides an opportunity for collaboration</b> between students sharing stories of their own cultural celebrations and knowledge that will inspire and inform ideas</p>	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Cultural research</li> <li>Students can share their own experiences of the celebration of Diwali</li> </ul>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Adaptability</p> <p>Research</p> <p>Design Thinking</p>
<b>Term 2:</b>	Textiles sewing and batik, and embroidery	<b>Design and make a tote bag with a focus on pattern and your application of the resist technique using Batik.</b>  <b>UAE Link:</b> <b>Cultural social</b> <b>Moral Education</b> <b>Perspective from around the world.</b> <b>Cultures and societies we live in</b>	<ul style="list-style-type: none"> <li>To understand how pattern is embedded in a variety of cultural backgrounds</li> <li>To understand how the resist technique works using wax</li> <li>To develop resilience and independence on the sewing machine</li> <li>To understand how to construct a bag with a pocket</li> </ul>	<p>Through exploring cultural patterns and researching what a repeat pattern is.</p> <p><b>Assessment for Learning:</b></p> <ul style="list-style-type: none"> <li>How have you responded to the world around you and cultural references to inform your own original design</li> <li>Have you used a consistent pattern using the resist technique?</li> <li>Is your bag construction accurate with 1cm S.A to ensure quality when using the sewing machine</li> </ul> <p><b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	To gain insight into how artist use the world around them to inform their own original ideas	<p>This <b>builds on</b> independence and use of the sewing machine. Knowledge of pattern and how it can be created using a motif.</p> <p>This <b>builds towards</b> becoming an independent problem solved building resilience and patience. Using batik and embracing mistakes made into your own original ideas</p> <p>This <b>provides an opportunity for collaboration</b> between student's cultural backgrounds a teamwork when using the sewing machines</p>	<ul style="list-style-type: none"> <li>Analyse</li> <li>Design</li> <li>Creating</li> <li>Making</li> </ul>	<p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p> <p>User experience (UX) design</p> <p>Adaptability</p> <p>Resilience</p>
<b>Term 3:</b>	Fine Art: Still life. 'Identity'  Students to paint a still life created by themselves showing elements of their identify.	<b>To be able to communicate your identity through a painting inspired by your own photography.</b>  <b>UAE Link:</b> <b>Cultural social</b> <b>Moral Education</b> <b>Perspective from around the world.</b> <b>Cultures and societies we live in</b>	<ul style="list-style-type: none"> <li>To understand how symbols in historic artwork represent identity</li> <li>To compose a still life with symbols that represent themselves</li> <li>To understand how lighting can affect the mood of a photograph</li> <li>To develop observational drawing using the grid method</li> <li>To be able to scale up your work to an A2 canvas using the grid method</li> </ul>	<p>Through exploring photography and photo editing students will explore who to create a still life which they use to inform their work painting</p> <p><b>Assessment for Learning:</b></p> <ul style="list-style-type: none"> <li>How have you communicated you identify through your outcome?</li> <li>How have you used composition in your photography</li> <li>How have you developed your use of colour to portray your identity inspired by the Artist Michael Craig Martin.</li> </ul> <p><b>Summative Assessment:</b> <b>This assessment will assess how effectively students have developed their understanding of the topic</b></p>	To be familiar with artist and styles to incorporate into your own original artwork	<p>This <b>builds on</b> observational skills and use of own research to inform a personal and meaningful outcome</p> <p>This <b>builds towards</b> independence and use of contextual knowledge and being able to communicate the idea through the artwork</p> <p>This <b>provides an opportunity for collaboration</b> between brands and their own ideas</p>	<ul style="list-style-type: none"> <li>Analyse</li> <li>Design</li> <li>Creating</li> <li>Making</li> <li>Artist research</li> </ul>	<p>Technical skills</p> <p>Design thinking</p> <p>Innovation</p> <p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Problem solving</p> <p>Resilience</p>



# Art / Textiles: KS3 Success Criteria

IGCSE	Year 7	Year 8	Year 9	I can statement.			
				A01 Develop Ideas	Ao2 Refine work	Ao3 Record ideas and observations	Ao4 Present a personal body of work
9			<b>Significantly Above (Exceptional)</b> 9	I can exceptionally make perceptive and in-depth connection between others work and my own which is accomplished throughout.	I can select and experiment with media appropriate to personal intentions in depth throughout.	I can record my ideas visually and written and make exceptional ability to record my ideas relevant to my intentions.	I can produce a personal and meaningful response to my project with in-depth skills perceptive and accomplished throughout.
8		<b>Significantly Above (Exceptional)</b> 9	<b>Significantly Above (Confident and assured.)</b> 8	I can confidently make connections between others' work and my own which is focused and effective throughout.	I can refine work informed by insights gained through exploring and reflecting on ideas.	I can confidently make visual links between the work of others and my own and record relevant to my intentions.	I can exceptionally produce a personal and meaningful response with realised intentions throughout.
7	<b>Significantly Above (Exceptional)</b> 9	<b>Significantly Above (Confident and assured)</b> 8	<b>Working Above (Consistent and competent)</b> 7	I can consistently and competently make connections between others' work and my own throughout the project.	I can refine work informed by insights gained through exploring and reflecting on ideas.	I can confidently make personal links between the work of others and my own through visual and other methods.	I can confidently and consistently produce an outcome with realised intentions that demonstrate the visual language through an application of formal elements.
6	<b>Significantly Above (Confident and assured).</b> 8	<b>Working Above (Consistent and competent)</b> 7	<b>Working Above (Competent)</b> 6	I can confidently make connections between artists and designers to influence my work.	I can confidently select and experiment with media, materials, techniques and processes appropriate to personal intention throughout	I can confidently record ideas and observations as they develop through personal work and the work of others through visual methods.	I can confidently produce a meaningful response which is effective with resiled intentions.
5	<b>Working Above (Consistent and competent)</b> 7	<b>(Working Above ) Competent</b> 6	<b>Working At (Emerging Competent)</b> 5	I can consistently purposefully use the ideas that I learn from my research to develop my own work.	I can confidently explore ideas through a process of experimentation and review which is consistent throughout.	I can competently record ideas as they develop securely and cohesively throughout.	I can competently produce I meaningful response with released intentions through the formal elements.
4	<b>Working Above (Competent)</b> 6	<b>Working At (Emerging Competent)</b> 5	<b>Working Towards (Basic)</b> 4	I can make emerging connections between my own work and that of artists and designers to influence my own work.	I can confidently explore ideas through a process of experimentation and review.	I can record my work as it develops to show my relevant intentions reflecting on other artists and designers.	I can produce an outcome with a personal and meaningful repones through visual language through applicational of the formal elements.
3	<b>Working At (Emerging Competent)</b> 5	<b>Working Towards (Basic)</b> 4	<b>Working Towards (Limited)</b> 3	I can use the ideas I learn from my research to develop my own work.	I can show an ability to refine my work through techniques and processes.	I can record my ideas observations and insights to show my understanding of other artist and designers.	I can produce an outcome with a personal and meaningful response understanding the visual language.
2	<b>Working Towards (Basic)</b> 4	<b>Working Towards (Limited)</b> 3		I can research the work of other artists and designers using a basic ability.	I can select and experiment with media and materials.	I can annotate and record my ideas.	I can produce an outcome with realised intentions.
1	<b>Working Towards (Limited)</b> 3			I can research Artists.	I can explore ideas using materials and media.	I can annotate my work.	I can produce an outcome with links to my work.



# Dance: Curriculum Ambition

**Horizon International School's students are creative and resilient and are willing to build on this through exploration and research. Our curriculum aims to build on this and ensure that they:**

- Develop creative and performance skills at a mature and professional level
- Explore the development of skills in a variety of dance styles and genres
- Have an emphasis on the performance aspect of dance
- Can perform professional set repertoire to align with the GCSE course
- Have explored a variety of stimuli and be able to fully create, develop and integrate a motif into dance.
- Have an appreciation of dance and explore professional dance works
- To acquire a thirst for further dance and consider undertaking an Extra-Curricular Programme
- Understand the links and transferable skills within the Creative Arts and other aspects of learning
- Develop an abundance of physical benefits that promotes emotional well-being
- Learn forever skills such as leadership, collaboration, problem solving and the ability to be innovative
- Develop their confidence, boost their self-esteem and find a way for them to express themselves
- 

**These aims are realised through our curriculum which:**

- Explores a wide variety of genres and styles of dance allowing a depth in knowledge and understanding
- Encourages exploration of choreography, performance and appreciation of dance
- Ensures adaptation, diversity and change based on the demands of the curriculum, historical, cultural and social environment
- Encourages expression and freedom for everybody through creation and movement

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Is shared with, explored and discussed with all learners.
- Is used by teachers and students to monitor, promote and celebrate learning and evaluate teaching
- Allows students to be able to assess their own work and that of others through a variety of formative and summative assessments
- provides feedback that is used to stimulate thinking, celebrates achievement and feeds forward
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Allows students to have a say in areas of development and actively involves them in their learning



# Dance: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1a:</b> <b>Thriller</b>	Set repertoire- what it is and how to do it. How to use explore characteristai on through iconic dance	<b>How will I use professional repertoire help to inform choreography and performance skills?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen</b> Thoughtfulness; co-operation	<ul style="list-style-type: none"> <li>To learn and appreciate the dance 'Thriller'</li> <li>To understand its historical background and the impact it had on revolutionising modern dance.</li> <li>To develop characterisation within dance</li> </ul>	By learning professional repertoire and exploring the original Thriller to develop your performance.  <u>Assessment for Learning:</u> self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement <u>Summative Assessment:</u> final filmed professional performance and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To develop dance technique and movement memory. To gain an awareness of dance that has made impact on the dance industry.	This <b>builds on</b> your existing knowledge of choreography and performance.  This <b>builds towards</b> developing dance technique and movement memory.  This <b>provides an opportunity for collaboration</b> between Music, Media, Art/Textiles and History.	<ul style="list-style-type: none"> <li>Research of the making of the dance</li> <li>Learning more of the complex movements</li> <li>Developing and exploring costume, make up and set design.</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability
<b>Term 1b:</b> <b>Lindy Hop</b>	To appreciate the dance style 'Lindy Hop' and to understand its historical background and the impact it had on revolutionising post-modern dance	<b>How the Lindy Hop came into existence and how I can use it to choreograph a duo?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen</b> Thoughtfulness; co-operation	<ul style="list-style-type: none"> <li>To appreciation and understand the background of the Lindy Hop and where it is historically placed</li> <li>To learn a variety of Lindy Hop Actions</li> <li>To choreograph using these actions and the components of choreography</li> </ul>	Through exploring the history, actions, space, dynamics and relationships of the Lindy Hop.  <u>Assessment for Learning:</u> self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement <u>Summative Assessment:</u> final filmed professional performance and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To develop dance technique and movement memory. To understand the placement and impact of dance within history. To be able to choreograph and perform in a duo with contact work in front of a live audience.	This <b>builds on</b> your prior knowledge of choreography, performance and technique.  This <b>builds towards</b> improved performance skills and longer solo performances  This <b>provides an opportunity for collaboration</b> with History	<ul style="list-style-type: none"> <li>Further research into the history surrounding the Lindy Hop</li> <li>To explore more complex lifting and contact work.</li> </ul>	Creativity Analysis Collaboration Inquiry Research Resilience Exploration
<b>Term 2a:</b> <b>Christopher Bruce's Ghost Dances</b>	To develop skills in contemporary technique. To explore choreographers	<b>How will knowledge of professional works help me to develop my skills in dance?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen</b> Thoughtfulness; co-operation	<ul style="list-style-type: none"> <li>To appreciation and understand the context Ghost Dances and where it is historically and socially placed</li> <li>To learn professional repertoire</li> <li>To choreograph using these actions and the components of choreography</li> </ul>	Through exploring professional contemporary dance, set repertoire and developing choreography and performance skills.  <u>Assessment for Learning:</u> self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement <u>Summative Assessment:</u> final filmed professional performance in trios and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with contemporary dance technique and develop movement memory. To be able to select and refine actions, space, dynamics and relationship. To perform within a different dance genre.	This <b>builds on</b> your prior knowledge of choreography, performance and technique.  This <b>builds towards</b> a sound understanding of technique  This <b>provides an opportunity for collaboration</b> between History and Social Studies	<ul style="list-style-type: none"> <li>Further research into Victor Jara and Chile</li> <li>Looking at more dance works from Christopher Bruce.</li> <li>Exploring other choreographers in the same genre.</li> <li>Taking dance technique classes online or in person.</li> </ul>	Technical skills Critical thinking Analysis Collaboration Inquiry Research Resilience Exploration Creativity



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 2b:</b>  <b>Stimuli</b>	To explore stimuli in dance and to be able to create dances using a variety of stimuli and motif.	<b>What is stimuli and how can creating a motif inform my work?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen</b> <b>Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To explore what stimuli is and is it can be used in choreography</li> <li>To be able to create and develop a motif that informs the choreographic intent of your work</li> </ul>	Through exploring motif and development, you will gain new choreographic devices  <b>Assessment for Learning:</b> self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> final filmed professional performance and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To develop refined skills for choreography	This <b>builds</b> on your previous choreographic skills  This <b>builds towards</b> being able to create dance that has to include motif, e.g. GCSE standard  This <b>provides an opportunity for collaboration</b> between drama, music, any subject that is inspiring to you	<ul style="list-style-type: none"> <li>Recreate the sessions using different stimuli in your own time</li> <li>Create banks of music that support the themes of your dances</li> <li>Edit music using software</li> <li>Curate a selection of stimuli that you may wish to use in future work</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Research
<b>Term 3:</b>  <b>Cultural dance and technology</b>	To choreograph and perform dances using a variety of cultural dance styles	<b>How can having knowledge of cultural dance inform our work?</b>  <u>UAE Link:</u> <b>Character and Morality, Community, Being an active citizen, Thoughtfulness; co-operation</b>	<ul style="list-style-type: none"> <li>To explore movement from other cultures and find similarities and differences in the practices</li> <li>To gain awareness of how dance is an important part within cultures</li> <li>To use technology to develop dances</li> </ul>	Through exploring a variety of cultures and dances and through working collaboratively in an international school  <b>Assessment for Learning:</b> self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement <b>Summative Assessment:</b> final filmed professional performance and evaluative response <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain awareness of dance with culture	This <b>builds on</b> your previous choreographic skills and cultural experiences  This <b>builds towards</b> learning new styles of dance, building larger abstract dances and being able to tech a larger scale production  This <b>provides an opportunity for collaboration</b> between music, geography, MFL, Media and technology.	<ul style="list-style-type: none"> <li>Explore a variety of cultures including dance, arts, language, context</li> <li>Explore different editing software and try to edit more music</li> <li>Create a bank of music for editing.</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience



# Dance: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Performance: Physical Skills:</b> actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation	I am able to perform in dances using a few of these skills in a limited way	I am able to perform in dances using some of these skills in a sound manner	I am able to perform in dances using most of these skills in an effective manner	I am able to perform in dances using the majority of these skills in a proficient manner	I am able to perform dances using all these skills in an exemplary manner
<b>Performance: Technical Skills:</b> accurate action, timing, dynamic rhythmic and spatial content, stylistically accurate reproduction of movement, correct alignment	I am able to perform in dances using a few of these skills in a limited way	I am able to perform in dances using some of these skills in a sound manner	I am able to perform in dances using most of these skills in an effective manner	I am able to perform in dances using the majority of these skills in a proficient manner	I am able to perform dances using all these skills in an exemplary manner
<b>Choreography: Choreographic Devices:</b> repetition, contrast, transitions, highlights, climax, manipulation of number, unison and canon	I am able to choreograph dances using a few of these devices to produce an outcome that is limited	I am able to choreograph dances using some of these devices to produce a sound outcome	I am able to choreograph dances using most of these devices to produce an effective outcome	I am able to choreograph dances using the majority of these devices to produce a proficient outcome.	I am able to choreograph dances using all of these devices to produce an outstanding outcome
<b>Choreography: Choreographic Processes:</b> research, selection, development, structuring, refining	I am able to choreograph dances using a few of these processes to produce an outcome that is limited	I am able to choreograph dances using some of these processes to produce a sound outcome	I am able to choreograph dances using most of these processes to produce an effective outcome	I am able to choreograph dances using the majority of these devices to produce a proficient outcome.	I am able to choreograph dances using all of these processes to produce an outstanding outcome.
<b>Dance Appreciation: Use of appropriate dance terminology and/or subject specific language</b>	I am able to use dance vocabulary on a few occasions to produce a limited response	I am able to use some dance vocabulary to produce a sound response	I am able to use dance vocabulary most of the time to produce a good response	I am able to use dance vocabulary the majority of the time to produce a proficient response	I am able to use dance vocabulary consistently to produce an exemplary response
<b>Dance Appreciation: Critically appreciate own dances through describing, analysing, interpreting, evaluating and reflecting</b>	I am able to appreciate own dances using a few of the skills to produce a limited response	I am able to appreciate own dances using some of the skills to produce a sound response	I am able to appreciate own dances using most of the skills to produce a good response	I am able to appreciate own dances using the majority of the skills to produce a proficient response	I am able to appreciate own dances using all of the skills to produce an exemplary response

# Drama: Curriculum Ambition



**At Horizon International School, we recognise the importance of drama in developing pupil's sense of voice and confidence in themselves as young people. Through our drama curriculum, we aim to ensure our students:**

- Enjoy and engage in being creative thinkers in the drama classroom
- Explore and express their own ideas when working with scripts or devising their own drama work.
- Develop performance skills, enabling them to effectively communicate their ideas and engage with an audience.
- Experience leadership opportunities to nurture their creative voice as a director in the drama process.
- Build on their collaboration skills to develop resilience, empathy and respect of their peers in the creative process.
- Learn to problem solve and develop creative solutions when devising or staging scripted drama.
- Develop critical thinking and be able to analyse and interpret drama scripts and performances.

**These aims are realised through our curriculum which:**

- Encompasses a diverse range of topics that reflect theatre history and the contemporary theatrical landscape. This will broaden pupil's understanding of different perspectives of theatre and inspire their own creative work.
- Cultivates a culture of exploration: We encourage students to explore, research, and apply their knowledge and skills to bring dramatic texts to life or create their own devised work in unique ways.
- Embraces emerging trends in drama and theatre, incorporating new approaches, techniques, and technologies that reflect the contemporary theatre scene. By staying current with developments in the field, our curriculum ensures that students experience innovation in theatre.
- Fosters skills such as critical thinking, communication, collaboration, creativity, and cultural awareness. Additionally, we place great importance on values-based approaches, fostering empathy, inclusivity, respect, and ethical considerations in all aspects of drama education.

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of drama work.
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic.
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development.
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school.
- Utilises student voice through digital forms to inform CPD where appropriate.

# Drama: Year 8 Curriculum



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	This unit will explore a range of drama techniques & elements of drama to bring theatre to life for an audience.	<p><b>How can we use drama techniques and the elements of drama to communicate an artistic intention?</b></p> <p><b>UAE Link:</b> Students explore the islamic value of kindness and generosity as a stimulus for devising.</p>	<p>To explore a range of new drama techniques to communicate ideas to an audience.</p> <p>To develop collaboration skills in the rehearsal process.</p> <p>To explore the role of directors, script writers and actors in drama.</p> <p>To analyse and evaluate drama performances.</p>	<p>Through exploring a range of different techniques &amp; applying them to a drama stimulus each week.</p> <p><b>Assessment for Learning:</b> Self and peer feedback tasks.</p> <p>Drama portfolio - Performance work filmed in the rehearsal process.</p> <p>Class discussion and questioning tasks. <b>Summative Assessment:</b></p> <p><b>Devised performance</b></p>	<p>To understand how to communicate ideas in unique ways and devise theatre. You will develop your creative thinking, resilience, collaboration and communication skills.</p>	<p>This <b>builds on</b> prior knowledge of some drama techniques explored in year 7.</p> <p>This <b>builds towards</b> being able to devise drama in unique and creative ways for an audience.</p> <p>This <b>provides an opportunity for collaboration</b> between music, dance, english and media.</p>	<ul style="list-style-type: none"> <li>• Create and perform drama.</li> <li>• Director's toolkit cards</li> <li>• Use of projection in theatre.</li> </ul>	<p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Critical thinking</p>
<b>Term 2:</b>	This unit will explore physical theatre and the use of mask in performance.	<p><b>How can we communicate a universal language through the body?</b></p> <p><b>UAE Link:</b> Collaborative tasks will support the development of tolerance and respect as an islamic value.</p>	<p>To explore how to communicate through non-verbal body language in performance.</p> <p>To understand proxemics and stage positions and how they impact the audience.</p> <p>To collaborate and create performance for a live audience.</p> <p>To experiment and take creative risk in the rehearsal process.</p>	<p>Through exploring non-verbal communication and learning key terminology for physical choices in performance.</p> <p><b>Assessment for Learning:</b> Self and peer feedback tasks.</p> <p>Drama portfolio - Performance work filmed in the rehearsal process.</p> <p>Class discussion and questioning tasks. <b>Summative Assessment:</b></p> <p><b>Group performance- Individually assessed</b></p>	<p>To gain insight into theatre history and different performance styles across a range of cultures.</p> <p>You will also develop confidence in your collaboration skills and in directing/performing drama.</p>	<p>This <b>builds on</b> prior performance skills and use of body language.</p> <p>This <b>builds towards</b> students being able to confident use proxemics and physicality in performance.</p> <p>This <b>provides an opportunity for collaboration</b> between media, design, art, music and dance.</p>	<ul style="list-style-type: none"> <li>• Group performance project</li> <li>• Drama Padlet - Trestle theatre resources</li> </ul>	<p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Resilience</p> <p>Creativity</p>
<b>Term 3:</b>	Children's Theatre- This unit will explore how drama can be used as an educational tool for young audiences.	<p><b>How can theatre be used to change the world?</b></p> <p><b>UAE Link:</b> <b>Courage and Perseverance:</b> Showcase characters who display courage and perseverance in the face of challenges and adversity, encouraging students to embody these values in their own lives.</p>	<p>To explore contemporary issues and themes through drama.</p> <p>To understand how to communicate an artistic intention to a target audience.</p> <p>To develop a piece of theatre that has a positive impact on the younger community.</p> <p>To analyse and evaluate physical and vocal choices in performance.</p>	<p>Through exploring existing theatre productions and modern adaptations of folklore.</p> <p><b>Assessment for Learning:</b> Self and peer feedback tasks.</p> <p>Drama portfolio - performance work filmed in the rehearsal process.</p> <p>Class discussion and questioning tasks. <b>Summative Assessment:</b></p> <p><b>Group performance - Individually assessed</b></p>	<p>To understand the different roles of theatre and how drama can be used to educate society.</p>	<p>This <b>builds on</b> students social, emotional skills and collaboration.</p> <p>This <b>builds towards</b> students being role models for younger students and creating impactful performance to support the community.</p> <p>This <b>provides an opportunity for collaboration</b> between english, moral education.</p>	<ul style="list-style-type: none"> <li>• Script writing and creating drama in a group project.</li> <li>• Wider reading into Verbatim theatre.</li> </ul>	<p>reativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Critical thinking</p>



# Drama: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<p><b>Recall drama techniques and styles of drama such as mime and how to use them in performance.</b></p> <p><b>Explore the use of drama techniques styles &amp; their impact on communication of ideas in drama</b></p>	<p>Limited recall and application of drama techniques to creative work.</p> <p>Limited understanding of why a director might use drama techniques to communicate ideas to an audience.</p>	<p>Can recall and apply some basic drama techniques to their creative work.</p> <p>Has some understanding of why a director might use drama techniques to communicate ideas to an audience.</p>	<p>Can recall and apply a range of drama techniques to their creative work.</p> <p>Demonstrates an understanding of why a director might use drama techniques to effectively communicate ideas to an audience.</p>	<p>Can recall and apply a range of drama techniques effectively and creatively to their own work.</p> <p>Shows a thorough understanding of why a director might strategically use drama techniques to communicate complex ideas to an audience.</p>	<p>Demonstrates a comprehensive recall and highly creative application of a wide range of drama techniques to their creative work.</p> <p>Displays an advanced understanding of why a director might use drama techniques with precision and intention to effectively communicate ideas to an audience.</p>
<p><b>Create a scene as a director and apply drama techniques and a style of performance to communicate ideas to an audience.</b></p>	<p>Limited ability to create their own scene as a director using drama techniques. Requires significant support to apply even one drama technique in their scene.</p>	<p>Can create a scene as a director with support, incorporating one drama technique effectively.</p> <p>Requires some support from peers to apply multiple drama techniques in their scene.</p>	<p>Can independently create a scene as a director, applying several drama techniques. Demonstrates effective application of drama techniques in their scene, resulting in clear communication of ideas.</p>	<p>Shows a highly competent application of drama techniques in their scene, resulting in engaging and impactful storytelling.</p>	<p>Confidently creates their own scene as a director, demonstrating a thorough understanding of drama techniques.</p> <p>Applies drama techniques with precision and originality, resulting in a highly creative and innovative scene that captivates the audience.</p>
<p><b>Evaluate the use of drama techniques and performance style.</b></p>	<p>Limited ability to analyse and evaluate the effective use of drama techniques in a performance.</p> <p>Requires significant support to identify and discuss the impact of drama techniques.</p>	<p>Can analyse and evaluate the effective use of some drama techniques in a performance with support.</p> <p>Requires some support to articulate the impact of drama techniques and their contribution to the overall performance.</p>	<p>Can independently analyse and evaluate the effective use of drama techniques in a performance.</p> <p>Demonstrates the ability to identify and discuss the impact of drama techniques, supported by specific examples from the performance.</p>	<p>Confidently analyses and evaluates the effective use of drama techniques in a performance.</p> <p>Offers insightful observations on the impact of drama techniques.</p>	<p>Competently analyses and evaluates the effective use of drama techniques in a performance, utilizing a wide range of drama terminology. Comprehensive and sophisticated analysis, demonstrating an advanced understanding.</p>
<p><b>Resilience - Develop and improve ideas as in the rehearsal process.</b></p>	<p>Requires significant support to develop a scene in rehearsal in response to feedback.</p> <p>Limited ability to reflect on feedback and make simple improvements based on the given feedback.</p>	<p>Can develop a scene in rehearsal with support, incorporating some feedback into their performance.</p> <p>Demonstrates the ability to reflect on feedback and make simple improvements based on the given feedback.</p>	<p>Can independently develop a scene in rehearsal, incorporating feedback into their performance.</p> <p>Shows the ability to reflect on feedback and make thoughtful improvements, resulting in visible progress.</p>	<p>Confidently develops a scene in rehearsal, responding to feedback with insight and effectiveness.</p> <p>Demonstrates a high level of reflection on feedback, making insightful changes and developments that enhance the performance.</p>	<p>Highly reflective and resourceful in developing a scene in rehearsal in response to feedback.</p> <p>Makes substantial and innovative improvements based on feedback, resulting in significant growth and development of the performance.</p>

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Creative script writing for a primary audience</b>	Struggles to write a script for a primary audience. Lacks engagement and relevance to the target age group.	Attempts to write a script for a primary audience but with limited engagement and relevance.	Successfully writes a creative script that engages the target primary audience. The script is relevant and age-appropriate.	Demonstrates a strong ability to write a creative script that captivates the primary audience. The script is highly engaging and relevant.	Exceptionally writes a script that not only engages but also educates and entertains the primary audience, setting a new standard for excellence.
<b>Experimentation with creative ideas and techniques in rehearsal</b>	Lacks experimentation with creative ideas and techniques during the rehearsal process. Sticks to conventional approaches.	Makes some attempts to experiment with creative ideas and techniques but with limited innovation.	Competently experiments with creative ideas and techniques in the rehearsal process, contributing to scene enhancement.	Demonstrates a strong ability to experiment with creative ideas and techniques, resulting in scene enrichment and added depth.	Exceptionally experiments with creative ideas and techniques, pushing the boundaries of innovation and contributing significantly to the overall impact of the performance.
<b>Developing collaboration skills in group work.</b>	Struggles to collaborate effectively with peers. Limited contribution to group dynamics. Difficulty in maintaining focus within the ensemble.	Occasionally collaborates effectively with peers but may lack consistency. Shows some contribution to group dynamics. Maintains focus within the ensemble, but with occasional lapses.	Collaborates seamlessly with peers, contributing positively to group dynamics. Maintains consistent focus and engagement within the ensemble.	Demonstrates strong leadership within the ensemble, fostering a harmonious and dynamic group dynamic. Maintains unwavering focus within the ensemble.	Exemplary ensemble work, setting a standard for collaboration. Displays exceptional leadership, enriching group dynamics. Exceptional focus and engagement within the ensemble.
<b>Performance and engagement with young audience</b>	Struggles to perform a role that engages a young audience. Lacks connection and adaptability.	Attempts to perform a role that engages a young audience but with limited success. Shows some connection and adaptability.	Successfully performs a role that engages and connects with a young audience. Demonstrates adaptability and versatility.	Demonstrates a strong ability to perform a role that captivates and educates a young audience. Adapts effectively to audience responses.	Exceptionally performs a role that not only engages but also inspires and empowers a young audience. Sets a new standard for excellence in audience engagement.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understanding the performance style and key features</b>	Struggles to understand the masked theatre performance style and recall key features.	Limited understanding of the masked theatre performance style and partial recall of key features.	Competently understands the masked theatre performance style and recalls key features accurately.	Demonstrates a strong understanding of the masked theatre performance style and recalls key features with precision.	Exceptionally understands the masked theatre performance style, showcasing a comprehensive grasp of key features and nuances.
<b>Communicating Ideas and character through non-verbal body language</b>	Struggles to communicate ideas and character clearly through non-verbal body language. Lacks clarity and effectiveness.	Attempts to communicate ideas and character through non-verbal body language but with limited clarity and consistency.	Successfully communicates ideas and character clearly through non-verbal body language, with consistent effectiveness.	Demonstrates a strong ability to communicate ideas and character through non-verbal body language, resulting in a compelling and well-defined performance.	Exceptionally communicates ideas and character through non-verbal body language with precision, setting a high standard for clarity and impact.
<b>Positive collaboration and contribution of creative ideas</b>	Lacks positive collaboration with peers. Contributes few, if any, creative ideas to stage drama.	Occasionally collaborates positively with peers but may lack consistency. Makes some contributions to creative ideas.	Collaborates positively with peers, consistently contributing creative ideas to stage drama.	Demonstrates a strong ability to collaborate positively with peers, providing valuable contributions of creative ideas to enhance the drama.	Exceptionally collaborates positively with peers, setting a standard for teamwork. Contributes innovative and transformative creative ideas.
<b>Analysing and evaluating a mask performance</b>	Lacks the ability to analyse and evaluate a mask performance effectively.	Attempts to analyse and evaluate a mask performance but with limited depth or insight. Offers evaluations with limited effectiveness.	Competently analyses and evaluates a mask performance, providing meaningful critiques and constructive feedback.	Demonstrates a strong ability to analyse and evaluate a mask performance, offering insightful and targeted critiques.	Exceptionally analyses and evaluates a mask performance with precision, providing comprehensive and sophisticated critiques.

# English: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter in Year 7 with good reading, writing and oracy skills. Our curriculum aims to build on this and ensure that they:**

- Enjoy and appreciate English and all it has to offer, including opportunities for creativity, curiosity and self-expression
- Are encouraged to develop a lifelong love of English and are encouraged to continue their studies at a higher level
- Are challenged to develop into highly skilled, independent readers and writers
- Engage with a broad range of texts to recognise, explore and celebrate our international community's various cultures
- Explore the ways in which texts reflect and interact with their social, cultural, political, historical context
- Continuously broaden their repertoire of vocabulary to be able to express complex ideas in a specific and sophisticated way
- Can communicate confidently and appropriately through spoken language in a range of situations
- Are equipped with the necessary skills to become active, successful citizens who responsibly embrace the challenges of tomorrow

**These aims are realised through our curriculum which:**

- Includes a wide range of high-quality texts including: poetry, drama, fiction, non-fiction, media and the spoken word
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages a culture of reading through continuous Library access, weekly reading lessons and shared class reading
- Encourages a culture of writing through lessons where the process of drafting, editing and re-drafting is developed as a tool for learning across the curriculum
- Ensures that the curriculum is progressive, adapted, and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school



# English: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/ Further Exploration	Learning Skills
<b>Term 1:</b> <b>Power and Conflict</b>	This unit will explore the way John Boyne and other writers present power and conflict and the effects they can have upon society. <b>AR Book Level: 5.8</b>	<b>Is power something that everyone should seek?</b>  <b>UAE Link: Opportunity to explore the benefits of UAE Leadership</b>	<ul style="list-style-type: none"> <li>Explore an entire text.</li> <li>Analyse a range of themes and characters within a text.</li> <li>Evaluate character development within a text.</li> <li>Compare a range of themes and characters to wider fiction and non-fiction texts.</li> <li>Create a range of creative writing pieces</li> </ul>	You will learn by immersing yourself in our whole-class reading of the novel: <b>'The Boy in the Striped Pyjamas'</b> . You will demonstrate your understanding of the novel and be involved in class discussions and debates. <b>Assessment for Learning:</b> Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. <b>Summative Assessment:</b> PETAL chain essay on chapter, exploring a theme. <b>This assessment will assess how confidently students sustain accurate language analysis skills in written essay format.</b>	Through sharing an experience of reading a narrative constructed and based upon a historic event, it offers the opportunity to deepen your thinking, enhance your ideas and make cross curriculum links. This text explores many of our HIS values.	This <b>builds on</b> your experience of writing a PETAL chain from Year 7 but now a little broader through exploring a whole theme.  This <b>builds towards</b> <i>intertwining social, cultural and historical context within your analysis for iGCSE examinations and coursework.</i>  This <b>provides an opportunity for collaboration</b> between <i>History, Social Studies and PSHE.</i>	<a href="https://padlet.com/kelliemonaghan/year-8-english-challenge-padlet-bmc9qtxl77kfh0e">https://padlet.com/kelliemonaghan/year-8-english-challenge-padlet-bmc9qtxl77kfh0e</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 2:</b> <b>The Gothic</b>	This unit will explore the features of the gothic movement and gothic literature with particular focus on the story of 'Frankenstein'. <b>AR Book Level:</b>	<b>How does the Gothic movement still influence today's culture?</b>  <b>UAE Link: Opportunity to explore the influences of UAE Architecture</b>	<ul style="list-style-type: none"> <li>Explore a range of 19th Century texts</li> <li>Identify Gothic features within a range of literature</li> <li>Analyse the presentation of Gothic characters and settings</li> <li>Evaluate the effect of language, structural and dramatic devices</li> <li>Create a Gothic inspired story opening</li> </ul>	You will learn by reading, performing and discussion Pullman's play <b>'Frankenstein'</b> alongside extracts from Mary Shelley's original novel. You will perform significant scenes of the play and engage in a debate based upon the treatment of the monster. <b>Formative Assessments:</b> Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. <b>Summative Assessment:</b> Creative writing description of gothic setting and/or character. <b>This assessment will assess how confidently students can sustain an accurate and convincing piece of writing suited to audience and purpose with intended impact on reader.</b>	In immersing yourself in some 19 <sup>th</sup> Century Literature, you will develop your understanding of how various writers have been influenced over time. You will have the opportunity to perform collaboratively through drama and identify the various forms of dramatic techniques used to engage the audience.	This <b>builds on</b> your creative writing in Year 7 whilst offering you more freedom and flexibility through using your acquired knowledge of the Gothic genre.  This <b>builds towards</b> future studying of drama in Term 3 and throughout KS3, 4 and 5.  This <b>provides an opportunity for collaboration</b> between Art, History, Drama and Dance.	<a href="https://padlet.com/kelliemonaghan/year-8-english-challenge-padlet-bmc9qtxl77kfh0e">https://padlet.com/kelliemonaghan/year-8-english-challenge-padlet-bmc9qtxl77kfh0e</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
<b>Term 3:</b> <b>Love and Relationships</b>	This unit will explore Shakespeare's use of language and dramatic techniques to convey relationships with a focus on the play 'Romeo and Juliet'. <b>AR Book Level: 12.5</b>	<b>How have relationships changed over time?</b>  <b>UAE Link: Opportunity to explore links between Emirati and Elizabethan traditions</b>	<ul style="list-style-type: none"> <li>Understand Elizabethan England and Shakespeare's time</li> <li>Analyse the presentation of love and relationships through Shakespeare's drama</li> <li>Evaluate the effect of language, structural and dramatic devices</li> <li>Evaluate character and relationship developments throughout a whole text</li> <li>Create a range of creative writing pieces</li> </ul>	You will learn by reading, performing and discussion Shakespeare's play <b>'Romeo and Juliet'</b> . You will explore his complex, sophisticated use of language and demonstrate your analysis of it. <b>Formative Assessments:</b> Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. <b>Summative Assessment:</b> PETAL chain essay on a scene, exploring the presentation of a relationship <b>This assessment will assess how confidently students sustain accurate language analysis skills in written essay format.</b>	Shakespeare's impact upon the English language and its literature is remarkable and therefore something all students should have the opportunity to engage with. Although challenging, the vocabulary and the ambiguity of it, provides the perfect stimulus to offer personal interpretations and thoughtful evaluations.	This <b>builds on</b> your exploration of Shakespeare's presentation of villains from Year 7 term 1, as well as your analysis of older texts in term 2.  This <b>builds towards</b> future studying of Shakespeare in KS4 and KS5.  This <b>provides an opportunity for collaboration</b> between <i>History, Drama, Dance, UAE Social Studies.</i>	<a href="https://padlet.com/kelliemonaghan/year-8-english-challenge-padlet-bmc9qtxl77kfh0e">https://padlet.com/kelliemonaghan/year-8-english-challenge-padlet-bmc9qtxl77kfh0e</a>	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting





# English: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Reading</b> Knowledge and understanding of texts and contexts.	Limited or inaccurate understanding of chapters, scenes and whole texts.	Some understanding of chapters, scenes and whole texts with the ability to select some evidence in relation to points.  Some awareness of relevant contexts.	Clear understanding of chapters, scenes and whole texts with the ability to select appropriate evidence to support points.  Clear understanding of relevant contexts and how they impact texts.	Thorough understanding of a range of chapters, scenes and whole texts with the ability to select effective evidence to support developed points.  Thorough understanding of relevant contexts and able to make coherent links.	Assured understanding of a range of texts and how connections can be explored with other texts of a similar genre. Ability to select assured and concise evidence to support a developed point.  Assured understanding of how different contexts can impact how different audiences interpret a text.
<b>Reading</b> Analysis of language, form and structure	Limited and inaccurate understanding of language and structural techniques. May identify some techniques, not always correctly.	Some understanding of language, form and structural techniques.  Ability to identify some of these techniques in texts.	Clear understanding of a range of language, form, structural and dramatic techniques.  Accurate identification of these techniques within a texts and a clear analysis of the effect of the reader.	Thorough understanding of a wide range of form, language, structural and dramatic techniques.  Effective and selective identification of these techniques within a range of texts and a thorough analysis of the effect on the reader.	Assured understanding of a cohesive range of language, form, structural and dramatic techniques.  Assured identification of these techniques within and across a range of texts and text types with an assured and insightful analysis of different effects on different readers.
<b>Writing</b> Written communication of ideas	Limited ability to communicate simple ideas.	Some understanding of how to communicate simple ideas for the correct audience.	Clear and accurate communication of a range of ideas for different readers.	Effective communication of a range of ideas, purposefully adapted through the use of language, form and structure to impact the reader.	Assured manipulation of language, form and structure to communicate a range of original and complex ideas.
<b>Writing</b> Writing accuracy	Limited ability to use spelling and grammar accurately.	Some understanding of more complex vocabulary, often spelt incorrectly.  Some ability to use grammar correctly, including capital letters and full stops.	Clear understanding of complex vocabulary, spelt mostly correctly.  Clear understanding of how to accurately use grammar, including capital letters and full stops.	Effective and sustained use of ambitious vocabulary.  Effective and selective use of a range of punctuation with a clear effect on the reader.	Assured use of ambitious vocabulary to enrich writing.  Assured and purposeful use of a range of punctuation with a clear and impactful effect on the reader.
<b>Speaking</b> Verbal communication of ideas	Limited ability to communicate simple ideas verbally.	Some ideas communicated with clarity.	Clear and accurate communication of a range of ideas with secure projection.	Thorough communication of a range of ideas with effective projection.	Assured communication of a wide range of complex ideas with confident projection.
<b>Listening</b> Understand and interpret spoken language	Limited ability to understand simple spoken language.	Simple responses to questioning.	Relevant and clear responses to questioning.	Thoughtful and coherent responses to questioning.	Purposeful and effective responses to a range of complex questions.

# Food Technology: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Technology. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to develop and demonstrate a range of food skills, increasing in complexity and accuracy
- Enjoy creativity and innovation to cook a range of dishes, safely and hygienically
- Explore, develop and deepen their knowledge and understanding of food and nutrition
- Explore, develop and deepen their knowledge of food provenance
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Develop their food skills and techniques through practice with cooking and baking, developing the creative, technical and practical expertise needed to perform everyday tasks confidently
- Build an understanding of factors that affect food choice
- Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people
- Evaluate and test their ideas to showcase their ability to adapt and improve recipes and dishes

**These aims are realised through our curriculum which:**

- Includes a wide range of topics and recipes based around the Eat Well Guide and tips for healthy eating, explains energy and how needs change through life.
- Is organized thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration in order to understand key nutrients, sources and functions
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches
- Tracks progress using the Workbook (food skills, cooking, nutrition, food provenance, ingredients and creativity)

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognizes the importance of students' effort, engagement and attitude to learning within every theory and practical lesson.
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilizes student voice through digital forms to inform CPD where appropriate



# Food Technology: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<p>Diet &amp; Health</p> <p>Recall the principles of the Eat Well guide and relate it to own diet</p>	<p><b>Why do you think it is important to have and maintain a healthy, balanced diet?</b></p> <p><b>What makes up a Healthy, Balanced diet?</b></p> <p><b>UAE Link:</b> How does the Eat Well guide compare to local government guidelines</p>	<ul style="list-style-type: none"> <li>To embed a clear understanding of the Eat well guide and explain its meaning</li> <li>To understand how to maintain a healthy diet on a regular basis</li> <li>Expand skills by practical cooking/baking</li> </ul>	<p>Through exploring planning, preparing and cooking/baking</p> <ul style="list-style-type: none"> <li>Savory rice</li> <li>Mini carrot cup cakes</li> </ul> <p><b>Assessment for Learning:</b> Outcome of practical cooking, how well did you chop, slice, dice, weigh and measure? <b>Summative Assessment:</b> This assessment will assess how effectively students have developed their understanding of the topic</p>	<p>To understand the importance of a healthy balanced diet and how it effects our bodies, what types of ingredients to incorporate to support this</p>	<p>This <b>builds on</b> learning from year 7 , life skills such as health and safety, personal hygiene, using sharp equipment correctly</p> <p>This <b>builds towards</b> independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices.</p> <p>This <b>provides an opportunity for collaboration</b> between different cultures, peer and self assessment, making a variety of dishes ranging in complexity</p>	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Plan</li> <li>Prepare</li> <li>Cost</li> <li>Shop</li> <li>Read food labels</li> <li>Research recipes</li> </ul>	<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Problem-solving</p> <p>Adaptability</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p>
<b>Term 2:</b>	<p>Energy balance</p> <p>Gain an understanding of energy and how needs change through life</p> <p>Sources, types and functions of Protein</p>	<p><b>How does energy balance affect us in every day life?</b></p> <p><b>What is the significance of Protein in our diet and how does it affect our bodies?</b></p> <p><b>UAE Link:</b> How does the Eat Well guide compare to local government guidelines</p>	<ul style="list-style-type: none"> <li>Importance of how nutrition supports daily energy levels and sleep patterns</li> <li>To gain a deeper understanding of the functions and various sources of proteins incorporating vegetarian</li> </ul>	<p>Through exploring, adapting, developing and demonstrating through practical cooking of:</p> <ul style="list-style-type: none"> <li><b>Meatballs</b></li> <li><b>Chicken Fajitas</b></li> <li><b>Brownies</b></li> </ul> <p><b>Assessment for Learning:</b> Outcome of practical cooking, how well did you combine your ingredients? <b>Summative Assessment:</b> This assessment will assess how effectively students have developed their understanding of the topic</p>	<p>To gain life skills of chopping, weighing, measuring, peeling, grating, sauté, frying, combining</p> <p>How to make a family meal and what accompanies these dishes to make it into a complete meal</p>	<p>This <b>builds on</b> learning from Year 7 life skills such as health and safety, personal hygiene, using sharp equipment correctly</p> <p>This <b>builds towards</b> independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices.</p> <p>This <b>provides an opportunity for collaboration</b> between different cultures, peer and self assessment, making a variety of dishes ranging in complexity</p>	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Plan</li> <li>Prepare</li> <li>Cost</li> <li>Shop</li> <li>Read food labels</li> <li>Research recipes</li> </ul>	<p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Design Thinking</p> <p>Adaptability</p> <p>Iteration</p> <p>Resilience</p>
<b>Term 3:</b>	<p>Sources, types and function of carbohydrates</p> <p>Vitamins and Minerals</p>	<p><b>What is the significance of carbohydrates in our diet and how does it affect our bodies?</b></p> <p><b>Why do you think it is important to get a range of vitamins and minerals on a daily basis?</b></p> <p><b>UAE Link:</b> What are the vitamin considerations we should think about living in the UAE?</p>	<ul style="list-style-type: none"> <li>To expand skills of practical cooking</li> <li>To understand energy balance and how carbohydrates effect energy</li> <li>To gain a better understanding of the functions of foods and how they support our diet with vitamins and minerals</li> </ul>	<p>Through exploring preparing, practicing, developing and demonstrating through practical cooking of:</p> <ul style="list-style-type: none"> <li><b>Fruit Roulade</b></li> <li><b>Chili Con Carne</b></li> <li><b>Cheesy Pretzels + homemade dip</b></li> </ul> <p><b>Assessment for Learning:</b> Outcome of practical cooking, timing of cooking? <b>Summative Assessment:</b> This assessment will assess how effectively students have developed their understanding of the topic</p>	<p>To be familiar with life skills of chopping, weighing, measuring, mixing, combining, baking, whisking, using electric whisks</p>	<p>This <b>builds on</b> learning from Year 7 life skills such as health and safety, personal hygiene, using sharp equipment correctly</p> <p>This <b>builds towards</b> independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices.</p> <p>This <b>provides an opportunity for collaboration</b> between different cultures, peer and self assessment, making a variety of dishes ranging in complexity</p>	<ul style="list-style-type: none"> <li>Design</li> <li>Create</li> <li>Plan</li> <li>Prepare</li> <li>Cost</li> <li>Shop</li> <li>Read food labels</li> <li>Research recipes</li> </ul>	<p>Technical skills</p> <p>Design thinking</p> <p>Innovation</p> <p>Critical thinking</p> <p>Analysis</p> <p>Collaboration</p> <p>Inquiry</p> <p>Research</p> <p>Resilience</p>

# Food Technology: KS3 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Safety &amp; Hygiene, Eat Well guide</b>	Limited recall of basic facts about safety & hygiene, limited understanding of the key hazards in the Food Technology room	Can recall basic facts about safety & hygiene, e.g how to carry a knife safely in the Food Technology room and display an understanding of the key hazards in the Food Technology room	Can recognise and identify safety & hygiene, key hazards in the Food Technology room as well as follow the step by step guides with some support. Can follow a recipe and identify how it might be improved using the key sensory words	Can recall and identify safety & hygiene, key hazards in the Food Technology room as well as independently follow the step by step guides. Can identify the key elements of the Eat Well guide and explain its meaning	Can accurately differentiate and explain the importance of safety & hygiene, key hazards in the Food Technology room as well as independently follow the step by step guides. Can identify the key elements of the Eat Well guide and explain its meaning, Can confidently and independently set up, get ready to cook whilst maintaining health & safety standards throughout.
<b>Food Preparation</b>	Limited organisation with remembering to bring in ingredients to cook, limited ability to use main equipment within the Food Technology room.	Can sometimes bring in ingredients to cook and container to take dish home, can show a basic ability to use the equipment within the Food Technology room. Limited ability to effectively chop, weigh, measure.	Can identify the main equipment needed to prepare their dish. Can demonstrate the basic skills of chopping, weighing, measuring using the correct methods such as bridge and claw cut.	Can competently and consistently select correct equipment, use the correct methods to chop, slice, dice, weigh, measure in preparation to cook in a timely manner.	Can confidently, competently and consistently select and experiment with various recipes that relate to individual diets. Prepare and handle a selection of foods, particularly raw meat, poultry, and eggs so it is safe and explain why this is important.
<b>Practical cooking/ baking</b>	Limitations using basic skills such as chopping, slicing, dicing, grating and peeling, weighing, measuring.	Can demonstrate an ability to chop, slice, dice, weigh, grate, peel, weigh and measure to make a basic edible dish in a presentable manner.	Can competently demonstrate the key skills, using the correct methods in a timely manner and cook/bake an edible dish, presenting it well.	Can consistently and confidently correctly prepare and make a range of dishes incorporating different ingredients to improve taste and texture.	Can confidently and independently plan, cook/bake a variety of dishes ranging in complexity, modifying and adding ingredients to create a tasty, balanced meal linking it to the Eat Well guide.
<b>Evaluating and creativity</b>	Limitations in being able to reflect back to the dish made and identify what went well and even better if.	Can demonstrate a basic ability to reflect on the dish made, suggest some improvements, using the sensory words to describe taste and texture.	Can confidently explain and describe the outcome of the dish and make suggestions as to how it can be improved. Explain the macronutrients of the dish, linking back to the Eat Well guide.	Can confidently apply knowledge of ingredients and healthy eating/cooking to make changes to recipes based on dietary needs. Explain the function of food and how it affects energy balance.	Can independently and exceptionally demonstrate knowledge of healthy eating and cooking, plan and create dishes for different needs, explain energy balance and the main information on food labels. Takes pride in both practical and written work.

# Geography: Curriculum Ambition



**Horizon International School welcomes pupils from around the world with a desire to share their life experiences and learn about cultures around the world. To build on this there is a different continental focus throughout key stage 3 whilst embedding core geographical skills to prepare students for their IGCSE. Our curriculum ensures that they:**

- Develop an understanding of the processes affecting human and physical environments
- Explore an understanding of place on a local, regional and global scale
- To incorporate geographical statistics into analysis and written work
- Build an understanding of how communities around the world are affected and constrained by different environments
- To carry out geographical investigations and use the findings to inform research
- To engage with geographical issues and create ideas and solutions that will have a positive long-term impact on the human and physical environment
- Explore the duty present and future generations have in creating a sustainable world
- Build communication skills to confidently present and discuss contemporary issues
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including rivers and coasts, fragile environments, population dynamics, migration across the globe, contrasts between urban and rural living and global biomes.
- Is organised to ensure students have the chance to build on previous skills, develop an in depth understanding of complex issues and so contemporary case studies are included throughout.
- Encourages a culture of research into the most recent geographical examples.

**These aims are also implemented through utilizing data, assessment, reporting, moderation and student input.**

- Students are regularly provided with effective feedback on how to further progress using the Geography success criteria rubric which takes into account different geographical skills and factors.
- Data is used to inform planning to ensure modification and adaption as well as monitoring progress within specific geographical skills.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Utilises student voice through where appropriate.
- Student engagement and effort is valued within and prioritised within every lesson.



# Geography: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>Earth's Natural Resources</b>	This unit will explore how natural resources such as food water and energy are accessed around the world and how their supply and demand is changing over time.	Is there global solution to solve water, food and energy insecurity?  <b>UAE Link:</b> For each resource we will study how the UAE provides its population with food water and energy. We will compare natural resource availability to technologically reliant resources.	<ul style="list-style-type: none"> <li>To explain why access to safe water varies around the world</li> <li>To explain why access to sufficient food varies around the world</li> <li>To evaluate the methods, use to combat food and water insecurity</li> <li>To describe the formation of fossil fuels and explain how energy use is changing over time</li> <li>To create a renewable energy plan for the UAE.</li> </ul>	Through exploring varying case studies and choropleth maps students will learn where in the world has sufficient or insufficient access to resources.  <b>Assessment for Learning:</b> Keyword starter quizzes, complete the hidden drawing, improving the model answer followed by peer assessment, self assessment using class derived success criteria.  <b>Summative Assessment:</b> The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To understand that globally people struggle for what some access easily every day. This helps turn our pupils into globally aware citizens. Meeting the needs of populations is an ever-growing job sector as new challenges arise and therefore is an excellent career pathway for some of our students. Throughout the unit keywords and skills are taught that will support pupils with their IGCSE's.	This <b>builds on local knowledge of how a desert country meets the populations needs for food and water.</b>  This <b>builds towards an in-depth understanding of global resource distribution and how this effects global development.</b>  This <b>provides an opportunity for collaboration</b> between Moral education and social studies (local practices in the UAE) and Science.	<ul style="list-style-type: none"> <li>Pupils will design top trumps game cards evaluating the methods of reducing water stress to select the best method for countries.</li> <li>Create a renewable energy plan for the UAE considering human and physical factors such as a budget, demand for products and meeting carbon emissions.</li> </ul>	Critical thinking Creativity Collaboration Evaluation Adaptability Analysis Research Design Thinking
<b>Term 2:</b> <b>Africa</b>	This unit will explore how Africa has been influenced by its history, population and physical characteristics. Countries will be compared to show the variety of human and physical factors across Africa.	How does the impact of history and physical features vary within one continent?  <b>UAE Link:</b> Pupils will look at interrelations between the UAE and African countries. The development data for the UAE will be used throughout for pupils to be able to draw a comparison to a familiar context.	<ul style="list-style-type: none"> <li>To describe how African countries have been influenced by their history and populations.</li> <li>To discover if there is a pattern between Africa's population density and physical features</li> <li>To explain how and why development varies across the continent</li> <li>To understand how Kenya compares to other African countries.</li> <li>To create a group presenting discovering the human and physical characteristics of an African country.</li> </ul>	Through exploring analytical skills, looking at maps, population data and development indicators both independently and in groups to draw conclusions about the continent of Africa and address common misconceptions.  <b>Assessment for Learning:</b> Silent debate feedback, peer assessment of groupwork, homework, mini whiteboards, starter quizzes, recap plenaries.  <b>Summative Assessment:</b> The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To gain insight a continent which students commonly have many misconceptions about. Pupils often mistake Africa for being a country rather than a continent made up of over 50 countries all ranging in wealth, climate and culture. This builds on the knowledge they have learnt about other continents in previous years and improves their knowledge of place.	This <b>builds on topics taught in primary school and in year 7 on continents and oceans.</b>  This <b>builds towards a better sense of place, and knowledge of another continent. Also, how the physical environment and history impacts a countries development.</b>  This <b>provides an opportunity for collaboration</b> between History and ICT.	<ul style="list-style-type: none"> <li>Analyse maps and figures to find links between physical environments and economic development, as well as to draw links to specific countries.</li> <li>Create a group presentation on the human and physical characteristics of a specific African county.</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Groupwork Presenting Adaptability Map analysis Resilience
<b>Term 3:</b> <b>Coasts</b>	This unit will explore how physical processes shape our coastlines, how humans use the coast and what can be done to try and stop the global issue of coastal erosion in different locations around the world.	Can humans tackle the environmental power of coastal erosion to continue to use our coastlines the way we currently do?  <b>UAE Link:</b> Pupils will study how the UAE uses their coastlines and how this compares to other countries in the region and across the globe. We will consider if coastal erosion is a threat to the UAE and how this can be tackled.	<ul style="list-style-type: none"> <li>To explain how physical processes shape the coast</li> <li>To explain how the uses of the coast vary and suggest reasons why.</li> <li>To evaluate different coastal management strategies</li> <li>Decision making exercise: To decide which coastal management methods are the best for different locations and justify your reasoning</li> </ul>	Through exploring videos, diagrams and figures to understand physical processes. To create a game to help develop evaluation skills and look at global case studies to identify the key uses of the coast.  <b>Assessment for Learning:</b> Starter quizzes, verbal tennis, diagrams, complete the storyboard, think with your feet debates, self and peer assessment.  <b>Summative Assessment:</b> The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	To be familiar with how countries tackle coastal erosion as climate change worsens the conditions around the world. To understand how coastlines are used, which industries use the coast and learn about potential future jobs. To identify coastal management strategies and apply this to the beaches pupils visit and apply their knowledge of coasts to the real world. Throughout the unit the skills and keywords learnt will support pupils with their IGCSE's	This <b>builds on local knowledge of the uses of coasts, as well as the impact of physical features taught in previous continental units (Asia and Africa).</b>  This <b>builds towards</b> an ability to evaluate geographical engineering and determining which strategies are most suitable for different locations.  This <b>provides an opportunity for collaboration</b> between science and English (to develop skills of making a judgment and writing a balanced argument.	<ul style="list-style-type: none"> <li>Design a management plan for a specific coastline explaining which management strategies would be the most suitable and why.</li> <li>Develop research skills to identify the key uses of coastlines around the world.</li> </ul>	Technical skills Design thinking Critical thinking Analysis Research Evaluation Justifying Collecting supporting evidence



# Geography: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>To explain why access to water varies around the world.</b>	Limited recall of basic facts about water stress and the formation of rainfall.	Can recall basic facts about countries in water stress and water surplus and can use the water cycle to explain how rain is created.	Can recognise countries in water stress and water surplus and give reasons for the lack or excess of water. Uses keywords in the water cycle to support your explanation.	Can recall and identify countries in water stress and water surplus and can suggest reasons for why this is the case. Can explain in detail why some countries have more rainfall than others.	Can accurately differentiate the countries in water stress and surplus using keywords and figures to explain why this is the case. Shows a critical understanding of the physical processes influencing how much fresh water a country has access to.
<b>To explain why access to food varies around the world.</b>	Limited recall of basic facts about food insecurity and the weather conditions needed for certain crops to grow.	Can recall basic facts about countries in food security and food insecurity and can use keywords to explain why crops grow in certain areas of the world.	Can recognise countries with food insecurity and food security and give reasons for the lack or excess of food. Uses keywords linked to climate such as drought and precipitation to support the explanation.	Can recall and identify countries with food security and insecurity and can suggest reasons for why this is the case. Can explain in detail why specific countries have more food than others using a range of human and physical factors.	Can accurately differentiate the countries with food security and insecurity using keywords and figures to explain why this is the case. Shows a critical understanding of the physical and human factors influencing how much food a country has access to.
<b>To suggest methods to reduce food and water insecurity in specific countries.</b>	Can recall basic methods to increase food and water security.	Can recall a variety of methods to increase food and water security and suggest benefits and limitations of each method.	Can identify strengths and weaknesses of a variety of methods to increase food and water security. Can select a method which would be suitable for a specific country.	Can evaluate the strengths and weaknesses of different methods to increase food and water security and select appropriate methods to tackle specific issue in real countries across the world.	Can evaluate the strengths and weaknesses of different methods to increase food and water security. Can use data and figures to select the best method for a specific country and justify why using keywords and supporting statistics.
<b>To describe the formation of fossil fuels and how the demand for energy is changing over time.</b>	Limited understanding of how fossil fuels are formed and how demand for energy has changed over time.	Can recognise the key stages of fossil fuel formation. Can explain how demand for energy has changed over time regarding both usage and type of energy.	Can explain how fossil fuels are formed using keywords. Can explain using data how the demand for energy has changed over time and why the types of energy used over time has changed.	Can explain using detail how fossil fuels are formed linking specifically to the UAE. Can explain using data and a variety of figures why energy demand has changed and why energy usage varies around the world.	Can explain using keywords the formation of fossil fuels. Can analyse data and figures to explain how demand for energy has changed globally and explain why the trend varies across the world. Can explain why the types of energy used in globally changing as well as explain key variations between different countries.
<b>Create a renewable energy plan for the UAE</b>	Limited ability to apply knowledge on renewable energy to the UAE.	Can pick renewable energy solutions that would be suitable for the UAE and apply this to the UAE renewable energy plan.	Can create a thorough renewable energy plan for the UAE considering factors such as a budget and CO2 emissions.	Can create a thorough renewable energy plan for the UAE considering factors such as a budget, CO2 emissions and which products/industries are most in demand and therefore should be prioritised.	Can create a thorough renewable energy plan for the UAE considering factors such as a budget, CO2 emissions and which products/industries are most in demand and therefore should be prioritised. The UAE's sustainable goals and COP28 aims will be researched and used to inform the renewable energy plan.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>To describe how African countries have been influenced by their history and populations.</b>	Limited recall of African countries and their geographical locations	Can recall basic facts about African countries, their history and their location.	Can recognise how history has impacted different African countries understanding how their history has impacted their economic development.	Can recall and identify a wide variety of African countries, their capital cities and geographical locations. Can explain how colonisation has impacted economic development.	Can recall and identify a wide variety of African countries, their capital cities and geographical locations. Can explain how colonisation and geographical factors has impacted economic development of different countries and how this is likely to change in the future.
<b>To discover if there is a pattern between Africa's population density and physical features</b>	Limited recognition of the terms population density and physical features. Can describe the pattern of population density.	Can describe the location of key physical features and areas of dense and sparse populations.	Can describe the population density of Africa using data and keywords, and can explain how this is influenced by the physical factors of the continent.	Can accurately describe how population varies across Africa using data and keywords. Can explain the pattern between key physical factors and the populated and unpopulated regions of Africa.	Can describe and compare the population densities of the African continent. Can describe how specific physical features have impacted the population density of African countries using data and keywords and identifying anomalies.
<b>To explain how and why development varies across the continent</b>	Limited recognition of development indicators and how they can be used to measure development.	Can explain how development varies across the continent of Africa.	Can apply knowledge of development indicators to describe how economic development varies across the continent of Africa, supported by key countries and data. Can suggest reasons why.	Can explain how development varies across Africa using statistics and graphical data. Can explain why this is the case supported by knowledge on history and physical features.	Can use case studies to explain how economic development varies across Africa, supported by development data and graphs and figures. Can explain why using historical data and maps to link to physical features.
<b>To understand how Kenya compares to other African countries.</b>	Limited ability to describe the key human and physical characteristics of Kenya.	Can recognise the key human and physical characteristics of Kenya and explain how this compares to another African country.	Can identify key human and physical features in the country of Kenya including mountain ranges, rivers, climate and can explain how this compares to a variety of African countries.	Can identify key human and physical characteristics in Kenya such as tourist attractions, industries, rivers and mountain ranges. Can compare and contrast these features to a range of African countries and explain why similarities and differences occur.	Can identify the most influential human and physical features of Kenya and explain how and why they have impacted the country. Can compare and contrast the key features with that of other countries in the region and across the continent.
<b>To create a group presentation discovering the human and physical characteristics of an African country.</b>	Limited ability to research the human and physical characteristics of a specific African country.  Limited ability to use IT software to create a presentation.  Limited planning of group roles and teamwork.	Can follow instructions to create basic presentation including human features such as population size and physical characteristics such as weather, climate and biomes.  IT is used to create a clear presentation.  Most members of the group contribute well to the presentation.	Can create a detailed presentation including the status of economic development, population densities and reasons for the above.  IT software is used to create an easy to follow and engaging presentation.  Each member of the group contributes well to the presentation.	Can create a developed presentation including physical characteristics such as biomes, weather and explaining how this impacts human factors.  IT is used well to create an engaging and interactive presentation.  Group roles are well planned, and team moral is maintained throughout.	To create an engaging presentation including human and physical characteristics of that country using maps and research to explain how history and physical factors have influenced its past and future.  IT is used very well to create an engaging presentation that supports the speaker.  Group roles are determined based on strength and weaknesses and all are supported throughout.



# History: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in technology. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to become future historians, who are equipped with 21st century learning skills to embrace the world of tomorrow
- Enjoy exploring the past and its impact on the present and future
- Explore significant historical events, periods and societies
- Explore the importance of historical evidence and interpretation in understanding the past
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Incorporate interdisciplinary modules to understand the relationship between history and society, as well as the ethical implications of historical events
- Provided with access to real-world mentors and industry experts to provide guidance and advice on historical research and analysis
- Build an understanding of the legal and regulatory aspects of historical research and preservation
- Develop skills in historical research, analysis, and interpretation with the necessary skills to succeed their adult working life

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including the Norman conquest, world wars, revolutions, historical figures, and principles of historical research
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21st century research tools
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# History: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	Spanish conquest of the Americas	<b>What were the causes and consequences of the Spanish conquest of the Americas? How can we relate this to the concept of colonization in the context of UAE history?</b>	<ul style="list-style-type: none"> <li>Describe the main events and figures of the Spanish conquest of the Americas (e.g., describe the journey and actions of Christopher Columbus)</li> <li>Explain the causes and consequences of the conquest</li> <li>Analyse a primary or secondary source related to the Spanish conquest</li> </ul>	<p>Through teacher-led discussions, analysing primary and secondary sources, writing essays, and participating in debates</p> <p><b>Formative assessments:</b> will include class participation, quizzes, and essay drafts</p> <p><b>Summative assessments:</b> will involve a research project or exam on the Spanish conquest</p>	To understand the impact of European colonization on indigenous cultures and how these events shaped the Americas	<p>This <b>builds on</b> historical skills and concepts from Year 7</p> <p>This <b>builds towards</b> a more detailed study of colonial and post-colonial history.</p> <p><b>This provides an opportunity for collaboration</b> between English (source analysis, argument construction) and Geography (exploration and colonization)</p>	Research project on a specific aspect of the Spanish conquest; reading historical fiction set during this period	Analyzing source formulating argument presenting information group collaboration independent research
<b>Term 2:</b>	Slavery	<b>What was the historical context and impact of slavery?</b>	<ul style="list-style-type: none"> <li>Describe the main events and figures related to the history of slavery (e.g., describe the Middle Passage or the life of a notable figure like Harriet Tubman)</li> <li>Explain the social, economic, and political factors that contributed to the establishment and abolition of slavery</li> <li>Analyse a primary or secondary source related to slavery.</li> </ul>	<p>Through teacher-led discussions, analysing primary and secondary sources, participating in debates, and creating presentations</p> <p><b>Formative assessments:</b> will include class participation, quizzes, and presentation drafts</p> <p><b>Summative assessments:</b> will involve a project or exam on slavery</p>	To understand the historical context and impact of slavery on societies and cultures, and its lasting effects on racial and social dynamics	<p>This <b>builds on</b> knowledge from Term 1</p> <p>This <b>builds towards</b> further study of human rights and social justice issues</p> <p><b>This provides an opportunity for collaboration</b> between English (source analysis, argument construction), History (historical context), and Citizenship (human rights).</p>	Research project on a specific aspect of slavery; reading historical fiction or autobiographies set during this period	Analyzing source formulating argument presenting information group collaboration independent research
<b>Term 3:</b>	US Civil rights movement	<b>How did the US Civil Rights Movement shape American society and impact the world? What parallels can we draw with the UAE's efforts for equality and social justice?</b>	<ul style="list-style-type: none"> <li>Describe the key events and figures of the US Civil Rights Movement (e.g., describe the role of Martin Luther King Jr. or the events of the Selma to Montgomery marches)</li> <li>Explain the causes and consequences of the Civil Rights Movement</li> <li>Analyse a primary or secondary source related to the Civil Rights Movement</li> </ul>	<p>Through case studies, interactive activities, presentations, and field trips (if possible)</p> <p><b>Formative assessments:</b> will include class participation, quizzes, and presentation drafts</p> <p><b>Summative assessments:</b> will involve a project or exam on the Civil Rights Movement.</p>	To comprehend the struggle for racial equality in the US and the impact of the Civil Rights Movement on society and culture	<p>This <b>builds on</b> knowledge from Term 2</p> <p>This <b>builds towards</b> deeper understanding of human rights and social justice issues</p> <p><b>This provides an opportunity for collaboration</b> between English (source analysis, argument construction), History (historical context), and Citizenship (civil rights, equality, and social justice)</p>	Project on a significant event or figure from the Civil Rights Movement; reading historical fiction or biographies set during this period; watching documentaries or films related to the Civil Rights Movement.	Analyzing source formulating argument presenting information group collaboration independent research

# History: Year 8 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understanding of the Spanish conquest</b>	Limited knowledge of the Spanish conquest.	Some knowledge of key events and figures.	Good understanding of the Spanish conquest.	Can analyze the consequences of the conquest.	Can critically analyze the conquest and its long-term impacts.
<b>Knowledge of the history of slavery</b>	Limited knowledge of the history of slavery.	Some knowledge of key events in slavery.	Good understanding of the history of slavery.	Can explain the consequences of slavery.	Can critically analyze the institution of slavery and its legacies.
<b>Analyzing primary sources</b>	Struggles to understand sources.	Can identify some information in sources.	Can analyze sources for basic information.	Can evaluate the reliability of sources.	Can synthesize information from various sources.
<b>Understanding of the US Civil Rights Movement</b>	Limited knowledge of the Civil Rights Movement.	Some knowledge of key events and figures.	Good understanding of the Civil Rights Movement.	Can analyze the significance of the movement.	Can critically evaluate the Civil Rights Movement in context.
<b>Applying historical concepts to real-world issues</b>	Struggles to apply concepts.	Can apply some concepts with guidance.	Can apply historical concepts to the study.	Can use concepts to make connections between history and modern issues.	Can innovatively use concepts to create new historical interpretations and connections to present-day issues.

# Innovation & Enterprise: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in technology. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary skills to become future strong, digital natives, who are equipped with 21<sup>st</sup> century learning skills to embrace the world of tomorrow
- Enjoy creativity and innovation to develop new and advanced technological solutions
- Explore emerging technologies such as artificial intelligence and the Internet of Things (IoT)
- Explore the importance of data analysis and interpretation to make informed decisions
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Incorporate interdisciplinary modules to understand the relationship between technology and society, as well as the ethical implications of technological advancements
- Provided with access to real-world mentors and industry experts to provide guidance and advice on technology and innovation
- Build an understanding of the legal and regulatory aspects of technology development and implementation
- Develop skills in project management, software development, and user experience design with the necessary skills to succeed in the industry
- Showcase their innovative solutions and receive feedback from peers and industry experts
- Embrace a mindset of resilience and adaptability to cope with the fast-paced and ever-changing technological landscape

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including digital communities, robotics, artificial intelligence, game design, programming, data representation and principles of computer science
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21<sup>st</sup> century software applications
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Innovation & Enterprise: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b> <b>Digital Citizenship</b>	This unit will explore the concept and importance of responsible online behavior, rights, and responsibilities	<b>How can we navigate the digital world responsibly, ensuring our safety, respecting others, and making informed decisions?</b>  <b>UAE Link: The UAE is undergoing a digital transformation across various sectors, from education to healthcare. Promoting digital citizenship helps citizens, including students</b>	<ul style="list-style-type: none"> <li>Identify different types of online risks, such as cyberbullying, phishing, and misinformation, and explain the potential consequences of these risks</li> <li>Demonstrate ethical online behavior by creating and sharing digital content while respecting copyright, citing sources, and adhering to appropriate netiquette</li> <li>Demonstrate ethical online behavior by creating and sharing digital content while respecting copyright, citing sources, and adhering to appropriate netiquette</li> </ul>	Through exploring open discussions about their online experiences, challenges, and positive aspects. Encourage them to share stories, questions, and concerns related to the digital world <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how digital citizenship equips us with the knowledge and skills to navigate the digital world safely and responsibly. This is crucial for the protection against online threats, cyberbullying, and scams	This <b>builds on</b> your existing knowledge about digital communities from Year 7  This <b>builds towards</b> gaining a deeper understanding of ethics in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Art, Science, and Humanities	<ul style="list-style-type: none"> <li>Research and analyse existing online safety campaigns or initiatives from around the world</li> <li>Discuss the effectiveness of these campaigns in raising awareness and promoting responsible online behaviour</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 2:</b> <b>Game Design</b>	This unit will explore the concepts and functionality of game design in industry	<b>How can game design principles be applied in other industries, such as education, healthcare, or marketing and what is the impact on society?</b>  <b>UAE Link: discuss how the UAE's investment in technology parks and creative hubs has led to opportunities for aspiring game designers to collaborate, learn, and showcase their talents</b>	<ul style="list-style-type: none"> <li>Introduction to game design principles and concepts</li> <li>Understanding game mechanics and game elements</li> <li>Designing game characters and creating game assets</li> <li>Developing storylines and narratives for games</li> <li>Understanding game user interface (UI) design</li> <li>Testing and evaluating game prototypes</li> <li>Refining and improving game design based on feedback and testing results</li> </ul>	Through project-based learning activities that involve designing and creating games <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight into the gaming industry and how games are created, marketed, and sold. The skills acquired can be applied in future careers related to game design and development, computer science, and the digital media industry	This <b>builds on</b> your existing knowledge about game design programming from KS2  This <b>builds towards</b> gaining a deeper understanding of gamification in Year 9 and programming concepts in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Art, Music and English	<ul style="list-style-type: none"> <li>Analyse existing games and identify their design elements</li> <li>Design and prototype a simple game using different mechanics and elements</li> <li>Use game engines and level editors to create game levels and environments</li> <li>Playtest and evaluate game prototypes created by peers</li> </ul>	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
<b>Term 3:</b> <b>Robotics and Artificial Intelligence</b>	This unit will explore the concepts and mechanics of robotics and artificial intelligence in the modern world	<b>How can robotics and artificial intelligence be used to improve and enhance daily life, and what ethical considerations must be taken into account when doing so?</b>  <b>UAE Link: The UAE is investing in robotics education and research. Universities and educational institutions in the UAE offer robotics-related courses and programs, fostering the development of skilled professionals in this field</b>	<ul style="list-style-type: none"> <li>Understand the concepts of robotics and artificial intelligence</li> <li>Understand the principles of robot locomotion</li> <li>Understand the basic programming concepts such as data types, and control structures</li> <li>Understand the principles of robot design and construction</li> <li>Understand the difference between narrow and general artificial intelligence</li> <li>Understand the concepts of image recognition</li> <li>Understand the ethical issues related to robotics and artificial intelligence</li> </ul>	Designing and programming robots and AI systems to perform tasks and solve problems, using critical thinking and collaborative skills <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with the latest advances in robotics and AI technologies that are shaping the world we live in, with a lens on the ethical and social implications of robotics and AI and how to use these technologies in a responsible and sustainable way	This <b>builds on</b> your existing knowledge about robotics from Year 7  This <b>builds towards</b> gaining a deeper understanding of programming concepts in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Science, Mathematics, and Humanities	<ul style="list-style-type: none"> <li>Design and build a robot that can navigate through a maze</li> <li>Develop a program that can control a robot's movement</li> <li>Develop a chatbot that can respond to simple queries</li> <li>Develop an image and machine learning model that can recognise handwritten digits and objects</li> <li>Debate on the ethical implications of using AI in healthcare</li> </ul>	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

# Innovation & Enterprise: Year 8 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Differentiate between virtual, augmented, and mixed reality technologies</b>	Limited recall of basic facts about virtual, augmented, and mixed reality technologies	Can recall basic facts about virtual, augmented, and mixed reality technologies	Can recognise and identify virtual, augmented, and mixed reality technologies	Can recall and identify the differences between virtual, augmented, and mixed reality technologies	Can accurately differentiate and explain the differences between virtual, augmented, and mixed reality technologies
<b>Explore the history and development of virtual, augmented, and mixed reality technologies</b>	Limited recognition of the terms virtual, augmented, and mixed reality	Can recognise the terms virtual, augmented, and mixed reality	Can describe the historical development of virtual, augmented, and mixed reality technologies	Can explain the historical development of virtual, augmented, and mixed reality technologies	Can describe and compare the historical development of virtual, augmented, and mixed reality technologies
<b>Create a basic virtual or augmented reality experience using a software platform</b>	Limitations using basic virtual or augmented reality software	Can follow instructions to use basic virtual or augmented reality software	Can apply basic knowledge of virtual, augmented, and mixed reality technologies to design and develop simple experiences	Can apply knowledge of virtual, augmented, and mixed reality technologies to design and develop experiences that solve basic problems	Can create augmented, and mixed reality technologies to design and develop complex experiences that solve problems
<b>Evaluate the advantages and disadvantages with the ethical considerations</b>	Limited understanding the importance of ethical considerations surrounding the use of technology	Can recognise the importance of ethical considerations surrounding the use of virtual, augmented, and mixed reality in various industries and applications	Can identify basic ethical considerations surrounding the use of virtual, augmented, and mixed reality in various industries and applications	Can identify ethical considerations surrounding the use of virtual, augmented, and mixed reality in various industries and applications	Can analyse the ethical considerations surrounding the use of virtual, augmented, and mixed reality in various industries and applications
<b>Develop and design a reality experience and Critically evaluate the effectiveness</b>	Limited ability to apply instructions to create basic virtual or augmented reality experiences	Can follow instructions to create basic virtual or augmented reality experiences	Can create simple virtual or augmented reality experiences that demonstrate a basic understanding of the technology	Can create virtual or augmented reality experiences that demonstrate a basic understanding of the technology and its potential applications	Can create innovative virtual or augmented reality experiences that demonstrate a deep understanding of the technology and its potential applications

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understand the basic principles of game design</b>	Can identify basic components of a game (e.g. player, goal, obstacles)	Can explain the purpose of game components and how they work together	Can apply game design principles to create a simple game prototype	Can analyse and evaluate existing games and identify ways to improve game design	Can create complex game prototypes that incorporate advanced game design principles
<b>Develop game concept and narrative</b>	Can generate simple game ideas and describe them in a few sentences	Can create a game concept document that includes game mechanics, story, and characters	Can develop a detailed game narrative that incorporates plot, characters, and setting	Can create engaging and innovative game concepts that are well-developed and unique	Can create original game concepts that challenge traditional game design and push the boundaries of the medium
<b>Design game mechanics and gameplay</b>	Can describe basic game mechanics and how they impact gameplay	Can develop a set of game mechanics that work together to create engaging gameplay	Can create and balance game mechanics to ensure a fun and challenging player experience	Can experiment with new game mechanics and refine existing ones to create innovative gameplay experiences	Can create complex game mechanics that require advanced problem-solving skills and create unique gameplay experiences
<b>Create game assets and environments</b>	Can use basic art tools to create simple game assets	Can create a variety of game assets that are consistent with the game's art style and narrative	Can create detailed and visually appealing game environments that enhance the player experience	Can create original and innovative game assets and environments that add to the game's overall aesthetic	Can create professional-quality game assets and environments that rival those of commercial game studios
<b>Program and test game prototypes</b>	Can use simple game engines or programming languages to create basic game prototypes	Can program and test game prototypes that incorporate advanced game mechanics and features	Can debug and refine game prototypes to ensure they are playable and enjoyable	Can test game prototypes with a range of users and incorporate feedback into further development	Can create and test complex game prototypes that require advanced programming skills and solve challenging technical problems
<b>Collaborate with others and work in a team</b>	Can participate in group activities and contribute to the team's work	Can communicate effectively with team members and share ideas	Can work collaboratively to develop a cohesive game concept and prototype	Can manage team dynamics and conflicts to ensure effective collaboration	Can lead a team and facilitate effective communication, decision-making, and project management
<b>Analyse and evaluate games</b>	Can identify basic elements of game design and analyse how they contribute to the player experience	Can evaluate existing games and provide constructive feedback on their design and gameplay	Can compare and contrast different games and identify strengths and weaknesses	Can conduct in-depth analyses of games and their design elements to provide detailed feedback and suggestions for improvement	Can critically evaluate games and their impact on society and culture
<b>Reflect on the game design process</b>	Can reflect on their own game design process and identify strengths and weaknesses	Can provide constructive feedback to peers and incorporate feedback into further development	Can use feedback to improve their own game design skills and knowledge	Can critically reflect on the game design process and identify opportunities for growth and development	Can engage in self-directed learning and seek out new knowledge and skills to advance their game design abilities

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Identify the applications of robotics and artificial intelligence in various fields</b>	Struggles to name any applications	Can name some applications with assistance	Can name several applications	Can provide detailed descriptions of several applications and discuss their impact	Can apply knowledge of robotics and AI to identify and analyse applications in various fields
<b>Identify the challenges involved in designing and building robots</b>	Struggles to identify any challenges	Can identify some challenges with assistance	Can identify several challenges	Can analyse the challenges and propose solutions to overcome them	Can design and build a robot that addresses specific challenges
<b>Write and execute simple programs in a programming language</b>	Unable to write or execute any programs	Can write basic programs with assistance	Can write and execute simple programs independently	Can write and execute complex programs independently	Can write and execute advanced programs that demonstrate creativity and innovation
<b>Understand the process of testing and debugging the robot</b>	Struggles to understand the testing and debugging process	Can understand the process with assistance	Can independently test and debug a robot	Can analyse and improve the testing and debugging process	Can design and implement an automated testing and debugging system
<b>Identify the different types of artificial intelligence</b>	Struggles to name any types of AI	Can name some types with assistance	Can name several types of AI	Can explain the differences between types and provide examples of each	Can analyse and propose new types of AI
<b>Understand the basic concepts of machine learning</b>	Struggles to understand basic concepts	Can understand basic concepts with assistance	Can explain basic concepts of machine learning	Can design and implement a machine learning algorithm	Can innovate and improve existing machine learning algorithms
<b>Understand the basic concepts of image recognition</b>	Struggles to understand basic concepts	Can understand basic concepts with assistance	Can explain basic concepts of image recognition	Can design and implement an image recognition algorithm	Can innovate and improve existing image recognition algorithms
<b>Understand the ethical issues related to robotics and artificial intelligence</b>	Struggles to understand ethical issues	Can understand some ethical issues with assistance	Can explain and analyse ethical issues related to robotics and AI	Can propose solutions to ethical issues and justify them	Can innovate and propose new ethical frameworks for robotics and AI





# Islamic Native: Curriculum Ambition

**يُتَسَمَّ تلاميذ مدرسة هورايزون الدولية بالكفاءة والقدرة على فهم وتلاوة وتحليل تعاليم الدين الإسلامي مما يعزز مهاراتهم. يهدف منهجنا إلى البناء على هذا والتأكد من أنهم:**

\*قادرون على ممارسة أركان الإسلام والإيمان والشيء الوحيد الذي يقوم به الأفراد بانتظام على الطريقة الإسلامية

\*تشجع على تحقيق التوازن بين الحياة الروحية والاجتماعية

\*داعمين للالتزام بالشعور بالارتباط خاص تجاه مجتمعك

\*تتقيد حول الثقافة الاجتماعية والإسلامية وكذلك التقاليد وفقا لبلدهم.

\*الانخراط في مجموعة واسعة من النصوص القرآنية ، وقصص أحداث الأنبياء ، وتعاليم الإسلام للتعرف والاستكشاف (القول والشعور والتفكير والتصرف كمسلمين)

\*استكشف الأحداث والشخصيات المهمة للإسلام لتعكس وتتفاعل مع سياقها الاجتماعي والثقافي والسياسي والتاريخي

\*تدرب على أن تصبح شخصًا قويًا نفسيًا وذهنيًا للتعامل مع المشكلات وكذلك المشكلات اليومية

\*أن يكونوا مجهزين بالمهارات اللازمة ليصبحوا مسلمين نشطين وناجحين ومواطنين يقبلون تحديات الغد بمسؤولية

## **تتحقق هذه الأهداف من خلال منهجنا الذي:**

\*يشمل معايير هيئة المعرفة والتنمية البشرية / وزارة التربية والتعليم في تدريس مادة التربية الإسلامية (الوحي الإلهي ، العقيدة الإسلامية ، قيم الإسلام وآدابه، أحكام الإسلام ومقاصدها، السيرة النبوية والشخصيات، القضايا المعاصرة

\*يتم تنظيمه بشكل موضوعي لتحفيز عمق واتساع التفكير

\*يشجع ويوفر فرصًا للتلاوة والقراءة والحفظ من خلال الوصول المستمر إلى المكتبة وتخصيص الموضوع الأسبوعي

\*تنظيم وترتيب الدروس في المدرسة وبعد المدرسة لتلاوة وحفظ وتحليل الآيات القرآنية والأحاديث والقضايا المعاصرة.

\*تأكد من أن المنهج يجب تعديله وتكييفه تدريجيًا لتحقيق في الموضوع ، وتعلم السور القرآنية مع تطبيق أحكام التجويد المناسب والمعنى بفهم عميق حسب حاجتهم.

يضمن توفير الفرص لتطوير اهتمامهم بأن يكونوا جزءًا من الأنشطة والتجمعات والأحداث والمسابقات اللاصفية لتطوير مناهج قائمة على المهارات والقيم حيث يمكن للطلاب التفكير في مهارات التعلم والتعبير عنها ونقلها عبر المناهج الدراسية

## **يتم تنفيذ هذه الأهداف أيضًا من خلال البيانات والتقييم والإبلاغ والاعتدال والتي:**

\*قيم وإدراك أهمية جهود الطلاب ومشاركتهم وسلوكهم تجاه التعلم في كل درس وكل جزء من العمل

\*يوفر ملاحظات منتظمة وفعالة للطلاب حول كيفية التقدم بشكل أكبر ، مدعومًا بقاعدة تقييم معايير النجاح لكل موضوع

\*التعلم القائم على المشاريع لجعل التدريس والتعلم تفاعلي

\*يقدم تقارير مكتوبة إلى أولياء الأمور ومن خلال استشارة أولياء الأمور والمعلمين لمناقشة تقدم الطالب الفردي ونقاط القوة ومجالات التطوير

\*الانخراط في أنشطة الاعتدال المنتظمة ، والتي تتضمن مشاركة عينات من عمل الطلاب ، وتقييم العمل وفقًا لنماذج معايير النجاح المحددة مسبقًا ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار عبر القسم.

\*يستخدم صوت الطالب من خلال النماذج الرقمية لإبلاغ



# Islamic Native: Year 8 Curriculum

مهارات التعلم	التعلم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	الربط بالمواد الأخرى	لماذا سنتعلم هذا؟	كيف سنتعلم هذا؟	أهداف التعلم	سؤال تعليمي كبير	ماذا سنتعلم؟
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة التراتبية حسب مستواك ، 2 أحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف السور والمعايير من الصف 7 هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	تلاوة وحفظ - السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي.	سنتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. كل أسبوع شفوي (سورة واحدة وحديث). التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي ذاتي.	* يبين المعنى الإجمالي لأثرات الكريمة. * يوضح أدلة البعث والنشور. * يوضح أسباب الفوز بظل الله تعالى يوم القيامة. * يستنتج أثر القوى في حياة الفرد والمجتمع. * يوضح فضائل المشي إلى المسجد. * يبين فضل المحافظة على صلاتي الفجر والعشاء في جماعة. * يصنف سنن الفطرة. * يستنتج جوانب الحكمة من مشروعية سنن الفطرة. * يوضح مظاهر علم الله وعدله. * يستنتج شروط التوبة النصوح. * يحدد الأمور التي تخون على التوبة. * يتقيد بالممارسة الخطأ في باب التوبة. * يوضح مفهومي التيمم والمسح على الخفين. * يقارن بين التيمم والمسح على الخفين. * يوضح أحداث غزوة الأحزاب. * يحلل نتائج غزوة الأحزاب.	لماذا يقرأ المسلمون القرآن والحديث؟ الربط بدولة الإمارات:- فرصة لإيجاد مكان لعبادة الله سبحانه وتعالى. في المساجد والمصليات والمراكز التجارية وأماكن العمل والمدارس وغيرها.	1- سورة (ق) البعث والنشور. 2- المستظلون تحت ظل الرحمن. 3- من يشافر المصلين. 4- سنن الفطرة. 5- الخلاق المليم. 6- التوبة فرصة الممر. 7- التيمم والمسح على الخفين. 8- غزوة الأحزاب.
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة التراتبية حسب مستواك ، 2 أحاديث في الأسبوع وتحميلها في قناتك. قم بتعيين مشروع بحث قصير للتحقق من تعلمهم عن الإسراء والمعراج والسيرة النبوية. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الفرم 1. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والسيرة النبوية. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	تلاوة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي.	سنتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي ذاتي.	* يبين المعنى الإجمالي لأثرات الكريمة. * يصف أهل الجنة. * يطبق أحكام الميم الساكنة بلاؤه* * يقارن بين حالتها وحالات حروف أخرى مشابهة* * بين حكم الإسراف* * يوضح العلاقة بين الإسراف والخيلاء* * يستنتج خطر الإسراف على الفرد والمجتمع* * يبين المعنى الإجمالي لأثرات الكريمة* * يستنتج مظاهر رحمة الله تعالى* * يوضح أحوال القلب* * يحرص على إخلص العمل* * يستنتج مظاهر التيسير والسماحة في الإسلام* * يدلل على أن التشدد والتطرف ليسا من الإسلام* * يميز بين أحكام الجمع والقصر في الصلاة* * يحدد المسافة التي يقصر فيها* * يبين كيفية صلاة المريض*	كيف ومتى يربط بين قيمة العمل التطوعي وقيمة المجتمع الربط بدولة الإمارات:- فرصة لاستكشاف أهمية القيمة الإسلامية الأساسية للأسرة.	1- بشارة ومواساة. 2- أحكام الميم الساكنة 3- الاعتدال في الإنفاق. 4- سورة الرحمن. 5- القلب وصلاح الإنسان. 6- الدين يسر. 7- صلاة المسافرين والمريض.
العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة التراتبية حسب مستواك ، 2 أحاديث في الأسبوع وتحميلها في قناتك. 2 أحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الفرم 2. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	- قراءة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحديثها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسم لك بالتفكير النقدي والإبداعي.	سنتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في نهاية كل موضوع ووحدة. اختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. التقييم النهائي: التقييم الشفهي النهائي ، سيقم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي ذاتي.	* يبين المعنى الإجمالي لأثرات الكريمة* * يستنتج دلالة ذكر عاقبة الإيمان والكفر* * يحدد سبيل الفوز في الحياة* * يوضح فضل كفاة التيمم عند الله* * يستنتج أثر كفاة التيمم في حياة الفرد والمجتمع* * يميز بين أنواع صلاة التطوع* * يبين فضل صلاتي الضحى والليل* * يستنتج أسباب خروج المسلمين إلى مكة* * يصنف ثمرات صلح الحديبية* * يوضح مفهوم الإحسان* * يحدد أسباب الفوز بالجنة* * يبين أنواع المجالس* * يوضح آداب المجالس* * يستنتج ثمرات التأدب بأداب المجلس* * يذكر دعاء كفارة المجلس*	هذا المصطلح يقرأ ويحلل السورة وقواعدها ، ويستكشف الحديث ، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 5 و 6	1- نعيم الحياة:- 2- كفاة التيمم :- 3- (الضحى والليل) صلاة التطوع :- 4- التمتع المبين :- 5- جزاء الإحسان. 6- المجالس وأدائها.



# Islamic Native: Year 8 Success Criteria

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (9-8)
<p>الوحي الإلهي (القرآن الكريم - الحديث الشريف)</p> <p>التلاوة - الحفظ - التحليل</p> <p>يظهر الطالب حفظاً وفهماً لثلاثة 3.1.1</p> <p>أحزاب من القرآن ومعرفة بمعانيها الشرعية وتطبيقاً لأحكام تلاوتها.</p> <p>2.2.1 يظهر الطالب حفظاً للأحاديث النبوية الشريفة وفهماً لمعانيها وتطبيقاً لأحكامها.</p>	<ul style="list-style-type: none"> <li>الفهم المحدود أو غير الدقيق للآيات القرآنية والأحاديث الشريفة لكنه يجد صعوبة في الربط بين معاني الآيات النقاط.</li> <li>بعض الوحي بالسياقات ذات الصلة.</li> </ul>	<ul style="list-style-type: none"> <li>بعض الفهم للآيات القرآنية ونصوص الأحاديث مع القدرة على انتقاء بعض الأدلة من حيث النقاط.</li> <li>بعض الوحي بالسياقات ذات الصلة.</li> </ul>	<ul style="list-style-type: none"> <li>يقرأ السور القرآنية المتضمنة في المنهج بنجاح جزئي.</li> <li>يطبق جزئياً أحكام التجويد الميم الساكنة.</li> <li>يسمع الأحاديث الواردة في المنهج بنجاح جزئي.</li> <li>يشرح المعاني العامة للأحاديث مع ربطها بالحياة الواقعية، مع وجود أخطاء من حين لآخر.</li> </ul>	<ul style="list-style-type: none"> <li>قراءة السور القرآنية المتضمنة في المنهج بشكل صحيح في معظم الأوقات.</li> <li>يفسر بنجاح معاني آيات سور القرآن المتضمنة في المنهج.</li> <li>يطبق بدقة أحكام الميم الساكنة.</li> <li>يسمع بتقآن الأحاديث الواردة في المنهج بدقة.</li> <li>يشرح بدقة المعاني العامة للأحاديث المدرجة في المنهج ويربطها بالحياة الواقعية.</li> </ul>	<ul style="list-style-type: none"> <li>يسمع بتقآن السور القرآنية المقررة.</li> <li>يفسر بدقة المعاني العامة لآيات السور القرآنية المتضمنة في المنهج.</li> <li>يطبق بدقة أحكام الميم الساكنة.</li> <li>يسمع بتقآن الأحاديث الواردة في المنهج بدقة.</li> <li>يشرح بدقة المعاني العامة للأحاديث المدرجة في المنهج ويربطها بالحياة الواقعية.</li> </ul>
<p>العقيدة الإسلامية</p> <p>التعرف والاستكشاف والتحليل</p> <p>يحلل الطالب نصوصاً شرعياً في مجال 3.1.2</p> <p>العقيدة الإسلامية.</p> <p>2.1.2 يظهر الطالب وعياً وإيماناً بأسس الإيمان بالله تعالى وصفاته وملأته وكتبه ورسله.</p>	<ul style="list-style-type: none"> <li>يذكر معاني أسماء الله الحسنى بيجاز (المعني والحليم).</li> <li>يوجد صعوبة في القيام بعملية الاستقصاء.</li> <li>يتشجع مع المعلم يشارك في مشاريع الأنشطة المدرسية.</li> </ul>	<ul style="list-style-type: none"> <li>يوضح معاني أسماء الله الحسنى (المعني والحليم).</li> <li>يستقصي بعض ملامح ومظاهر محدودة للحلم الإلهي في الواقع الإنساني.</li> <li>يشارك في مشاريع الأنشطة المدرسية الخاصة بالمادة.</li> <li>يشارك في مشاريع الأنشطة المدرسية الخاصة بالمادة.</li> </ul>	<ul style="list-style-type: none"> <li>يشرح معنى اسمين من أسماء الله الحسنى (المعني والحليم).</li> <li>يستقصي بعض ملامح ومظاهر الحلم الإلهي في الواقع الإنساني.</li> <li>يساهم في مشاريع الأنشطة المدرسية الخاصة بالمادة.</li> </ul>	<ul style="list-style-type: none"> <li>يشرح بشكل شامل شرحاً اجتماعياً وأخلاقياً معنى اسمين من أسماء الله الحسنى: (المعني والحليم) وتأثيرهما الاجتماعي.</li> <li>يستقصي باستفاضة ملامح ومظاهر الحلم الإلهي في الواقع الإنساني.</li> <li>يقود المشاريع الخاصة بالمادة.</li> </ul>	

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (9-8)
<p>قيم الإسلام وأدابه</p> <p>أشرح واربط واستقصي</p> <p>يظهر الطالب فهماً وتمثلاً لقيم الإسلام 1.1.3</p> <p>الفردية والجماعية في سلوكه.</p> <p>يظهر الطالب فهماً وتطبيقاً لأداب 1.2.3</p> <p>الإسلام.</p>	<ul style="list-style-type: none"> <li>نادراً ما يربط بين العمل والعبادة في الإسلام.</li> <li>يستخلص بشكل محدود أثر مراقبة الله على السلوك من خلال موقف قصصي.</li> <li>يرهن بشكل ضيق على فضل التواضع.</li> <li>يدلل بشكل غير صحيح على التزامه بقيمة التسامح في معاملته وعلاقته الإنسانية.</li> <li>يسمع بكفاءة غير صحيح نهائياً دعاء كفارة المجلس.</li> <li>يذكر بشكل محدود آداب المجالس.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل سطحي بين العمل والعبادة في الإسلام.</li> <li>يستخلص بشكل جزئي أثر مراقبة الله على السلوك من خلال موقف قصصي مع وجود أخطاء.</li> <li>يدلل بشكل جزئي على التزامه بقيمة التسامح في معاملته وعلاقته الإنسانية.</li> <li>يسمع دعاء كفارة المجلس مع وجود أخطاء كثيرة ويتردد.</li> <li>يشرح بشكل جزئي آداب المجالس.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل سطحي بين العمل والعبادة في الإسلام.</li> <li>يستخلص بشكل جزئي أثر مراقبة الله على السلوك من خلال موقف قصصي مع وجود أخطاء.</li> <li>يرهن بشكل جزئي على فضل التواضع.</li> <li>يدلل بشكل جزئي على التزامه بقيمة التسامح في معاملته وعلاقته الإنسانية.</li> <li>يسمع دعاء كفارة المجلس مع وجود أخطاء كثيرة ويتردد.</li> <li>يشرح بشكل جزئي آداب المجالس.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل عميق وتام بين العمل والعبادة في الإسلام.</li> <li>يستخلص بشكل صحيح معظم أثر مراقبة الله على السلوك من خلال موقف قصصي.</li> <li>يرهن بشكل تام على فضل التواضع.</li> <li>يدلل بشكل تام وصحيح على التزامه بقيمة التسامح في معاملته وعلاقته الإنسانية.</li> <li>يسمع بشكل تام وبطلاقة دعاء كفارة المجلس.</li> <li>يشرح بشكل تام آداب المجالس.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل مكثف بين العمل والعبادة في الإسلام موضعاً أثرها في تنمية المجتمع.</li> <li>يستخلص بشكل تام وصحيح أثر خشية ومراقبة الله على السلوك من خلال موقف قصصي بدليل من واقع الحياة.</li> <li>يرهن بشكل موسع على فضل التواضع على نطاق واسع، ودعم ذلك ببعض المواقف الواقعية التي تثبت تواضعه.</li> <li>يدلل بشكل تام وصحيح على التزامه بقيمة التسامح في معاملته وعلاقته، موضعاً أهمية التسامح مع الآخرين. (أعلى قيمة في الإمارات العربية المتحدة)</li> <li>يسمع بشكل تام وبطلاقة دعاء كفارة المجلس، موضعاً معناه العام وأهميته.</li> <li>يشرح بشكل موسع آداب المجالس موضعاً أهمية الالتزام بها.</li> </ul>
<p>أحكام الإسلام ومقاصدها</p> <p>وصف - تصنيف - استنتاج</p> <p>يظهر الطالب معرفة بفقهاء العبادات 3.1.4</p> <p>ويؤدبها بطريقة صحيحة.</p> <p>يظهر الطالب معرفة وفهماً لقواعد 1.3.4</p> <p>الأحكام الشرعية.</p>	<ul style="list-style-type: none"> <li>يذكر بعض أحكام الرخص في الطهارة، والصلاة.</li> <li>يذكر بشكل محدود سنن الفطرة وأحكام الغسل.</li> <li>يذكر جزئي أنواع صلاة التطوع.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل سطحي بين أحكام الرخص في الطهارة، والصلاة، ومقاصدها الشرعية.</li> <li>يشرح بشكل جزئي سنن الفطرة وأحكام الغسل.</li> <li>يبين بشكل تام ودقيق أنواع صلاة التطوع وأثرها في حياة المسلم.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل سطحي بين أحكام الرخص في الطهارة، والصلاة، ومقاصدها الشرعية.</li> <li>يشرح بشكل جزئي سنن الفطرة وأحكام الغسل.</li> <li>يبين بشكل تام ودقيق أنواع صلاة التطوع وأثرها في حياة المسلم.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل عميق وتام بين أحكام الرخص في الطهارة، والصلاة، ومقاصدها الشرعية.</li> <li>يشرح بشكل تام سنن الفطرة وأحكام الغسل.</li> <li>يبين بشكل تام أنواع صلاة التطوع وأثرها في حياة المسلم.</li> </ul>	<ul style="list-style-type: none"> <li>يربط بشكل موسع بين أحكام الرخص في الطهارة، والصلاة، ومقاصدها الشرعية، ويأثر بينها.</li> <li>يشرح بشكل موسع سنن الفطرة وأحكام الغسل.</li> <li>يبين بشكل موسع أنواع صلاة التطوع وأثرها في حياة المسلم، موضعاً ذلك بأمثلة.</li> </ul>

معايير النجاح	العمل دون المستوى (2-1)	العمل نحو المستوى (4-3)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (9-8)
<p>السيرة النبوية والشخصيات</p> <p>يستخلص الطالب المبادئ والعبر من 3.1.5</p> <p>سيرة النبي (صلى الله عليه وسلم) من هجرته وحتى وفاته.</p> <p>يظهر الطالب معرفة 1.2.5</p> <p>بشخصيات إسلامية بارزة لها في خدمة الإسلام والمسلمين.</p>	<ul style="list-style-type: none"> <li>❖ يستطيع سرد غزوة الأحزاب وصلاح الحديبية، مع وجود خلط وأخطاء كثيرة.</li> <li>❖ لا يمكنه استخلاص مواقف حرص النبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلاح الحديبية.</li> <li>❖ يستطيع سرد جوانب من حياة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة، مع وجود خلط وأخطاء كثيرة.</li> <li>❖ لا يستطيع استخلاص الدروس والخبر المستفادة من سيرة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع وصف غزوة الأحزاب وصلاح الحديبية، مع وجود أخطاء بسيطة.</li> <li>❖ يجد صعوبة في استخلاص مواقف حرص النبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلاح الحديبية.</li> <li>❖ يستطيع سرد جوانب من حياة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> <li>❖ يجد صعوبة في استخلاص الدروس والخبر المستفادة من سيرة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع وصف غزوة الأحزاب وصلاح الحديبية، مع وجود أخطاء بسيطة.</li> <li>❖ يجد صعوبة في استخلاص مواقف حرص النبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلاح الحديبية.</li> <li>❖ يستطيع سرد جوانب من حياة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> <li>❖ يجد صعوبة في استخلاص الدروس والخبر المستفادة من سيرة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع وصف غزوة الأحزاب وصلاح الحديبية بدقة.</li> <li>❖ يستطيع استخلاص مواقف حرص النبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلاح الحديبية.</li> <li>❖ يستطيع التحدث بلغة مناسبة عن جوانب من حياة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> <li>❖ يستطيع استخلاص بعض الدروس والخبر المستفادة من سيرة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يستطيع تلخيص غزوة الأحزاب وصلاح الحديبية بدقة.</li> <li>❖ يستخلص بدقة مواقف حقن الدماء وتعزيز السلام غزوة الأحزاب وصلاح الحديبية.</li> <li>❖ يستطيع تلخيص جوانب من حياة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة بدقة.</li> <li>❖ يستخلص بدقة الدروس والخبر المستفادة من سيرة الصحابة رفيدة الإسلامية رضي الله عنها والإمام أبي حنيفة.</li> </ul>
<p>الهوية والفضايا المعاصرة</p> <p>يظهر الطالب اعترافه بشخصيته 1.1.6</p> <p>وهويته ووطنه وتقديره لتراثه وثقافته، والتزامه بنوابه وعاداته وتقاليده.</p> <p>يظهر الطالب فهماً للقضايا 1.2.6</p> <p>والتحديات المعاصرة وقدرة على تحليلها وإيجاد حلول لها معتمداً على المبادئ والحكام الإسلامية</p>	<ul style="list-style-type: none"> <li>❖ يدرك معنى الحضارة عمومًا، ويصعوبة يستنتج المبادئ التي قامت عليها الحضارة الإسلامية، ولا يستطيع تصميم مشروع عن الحضارة.</li> <li>❖ يدرك الفجوة بين الأغنياء/ الفقراء ومفهوم الزكاة والصدقة، ولكنه لا يستطيع تصميم مشروع بالوسائط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يدرك معنى الحضارة عمومًا، ويستنتج -غالبًا- المبادئ التي قامت عليها الحضارة الإسلامية، ويُصمّم مشروعًا شكليًا عن الحضارة الإسلامية.</li> <li>❖ يُفسّر بشكل جزئي الفجوة بين الأغنياء/ الفقراء ومفهوم الزكاة والصدقة، ولكنه يجد صعوبة في تصميم مشروع بالوسائط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يدرك معنى الحضارة بوضوح ويربط بين سمات الحضارة الإسلامية والمبادئ التي قامت عليها ويصمّم مشروعًا متكاملًا عن الحضارة الإسلامية.</li> <li>❖ يُفسّر بشكل كامل الفجوة بين الأغنياء/ الفقراء ومفهوم الزكاة والصدقة، ولكنه يجد صعوبة في تصميم مشروع بالوسائط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء.</li> </ul>	<ul style="list-style-type: none"> <li>❖ يُحدّد معنى الحضارة بدقة ويربط بين نتائج الحضارة الإسلامية ومبادئها التي قامت عليها ويصمّم مشروعًا شاملاً عن الحضارة الإسلامية في الإمارات.</li> <li>❖ يُصمّم بدقة مشروعًا بالوسائط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء، ويستنتج الأسباب، ويقترح حلولاً للمشكلة على أساس موارثه الوطني.</li> </ul>	

# Islamic Non-Native: Curriculum Ambition



**Horizon International School's pupils are bright and able to understand, recite and analyse the teaching of Islamic which enhance their skills. Our curriculum aims to build on this and ensure that they:**

- Are able practice the Pillars of Islam, Iman and single thing that individuals do regularly in the Islamic way
- Are Encourages to balance both spiritual and social life
- Are supportive to have bound to feel a special connection towards your community
- Educate about the social and Islamic culture as well as tradition according to their country.
- Engage with a broad range of Quranic text, Hadeeth stories of Prophets, teaching of Islam to recognise, explore and SFTA (saying, feeling, thinking and acting like a Muslims
- Explore the Important events and personalities of Islam to reflect and interact with their social, cultural, political, historical context
- Train to become an emotionally and mentally strong person to deal with daily issue and problems
- Are equipped with the necessary skills to become active, successful Muslims and citizens who responsibly embrace the challenges of tomorrow

**These aims are realised through our curriculum which:**

- Includes standard of KHDA/MOE in teaching an learning of Islamic Education (Divine Revelation, Islamic beliefs, Islamic ruling and aims, Islamic values and manners, Biographies/ personalities of Prophets and Important people in Islam, Identify the contemporary issues
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages and provide a opportunities to recite, read, memorise through continuous Library access, weekly assign topic
- Organise and arrange lesson in school and after school to recite, memorise and analyse the Quranic verses, Hadeeth and contemporary issues
- Ensure that curriculum should be modified, adapted and progressive to investigate the topic, learn surah with proper tajweed and meaning with deep understanding as per their need.
- Ensures to provide opportunities to develop their interest in being part of extra-curricular activities, assemblies, events, and competitions to develop skills-based and values-based approaches where students can reflect, articulate, and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting and moderation which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- project-based learning to make teaching and learning interactive
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department.
- Utilises student voice through digital forms to inform CPD where appropriate



# Islamic Non-Native: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>• Surat Qaf (Resurrections and raising up)</li> <li>• The people who will be in the shade of Allah SWT</li> <li>• Glad tidings for those who pray</li> <li>• Sunan Al Fitra</li> <li>• The supreme creator</li> <li>• Repentance is the life opportunity</li> <li>• Dry Ablution (Tayammum)</li> <li>• Battle of Confederates (Ghazwat Al Ahzab)</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 1 &amp; 2</b></p>	<p>How and why do Muslims recite Quran and hadeeth?</p> <p><b>UAE Link:</b> Urging the residents to conserve water and abstain from wasting it.</p>	<ul style="list-style-type: none"> <li>• To recite and analyse the meaning of surat Qaf.</li> <li>• To read and analyse the hadeeth.</li> <li>• To analyse and explain the reasons for winning the shade of Allah (SWT) on the day of judgement.</li> <li>• To analyse and describe the advantages of performing fajr and isha prayer in the group.</li> <li>• To explain the aspects of the beauty of Islam in light of its Sunan alFitra.</li> <li>• To recognise the condition of sincere repentance.</li> <li>• To identify the concepts and the right way of demonstrating the ablution.</li> <li>• To compare and contrast dry ablution and wiping over footwear.</li> <li>• To explain the events, cause, and result of the battle of confederates.</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth.</p> <p>Understand and link the teaching of Islam” How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from 7</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p>Ongoing assessments at the end of each topic and unit.</p> <p>Learn surah as per your level, 2 Hadeeth per week and upload in your channel.</p> <p>Assign short research project to check their learning on Prophets and their teaching.</p> <p>Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</p>	<p>Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence</p>
<p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>• Glad tidings and consolation</li> <li>• Rules of silent meem</li> <li>• Moderate spending</li> <li>• Surat Ar Rehman</li> <li>• The heart and the righteous of man</li> <li>• The religion of Islam is easy</li> <li>• The prayers of the travelers and the sick</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 3 &amp; 4</b></p>	<p>How Islam is easy religion? Why Moderation in is important in each path of life?</p> <p><b>UAE Link:</b> need to excel in every work by avoiding errors in order to achieve the vision of its leaders that the country becomes a pioneer in all spheres at the global level</p>	<ul style="list-style-type: none"> <li>• To recite and analyse the surat Qaf.</li> <li>• To recognise and described the significance of referring to previous nations.</li> <li>• To identify and describe the cases and rules of silent meem.</li> <li>• To explain the danger and connection between extravagance and vanity.</li> <li>• To analyse and describe the message of Hadeeth.</li> <li>• To provide evidence that fundamentalism and extremism are not part of Islam.</li> <li>• To distinguish the rules, and distance and, demonstrate the right way of the prayers of the travelers and the sick.</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth.</p> <p>Understand and link the teaching of Islam” How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from term1.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p>Ongoing assessments at the end of each topic and unit.</p> <p>Learn surah as per your level, 2 Hadeeth per week and upload in your channel.</p> <p>Assign a short research project to check their learning on Isra Al Miraj and Prophets.</p> <p>Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</p>	<p>Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence</p>
<ul style="list-style-type: none"> <li>• The Pleasure of life</li> <li>• Taking care of the orphans</li> <li>• Voluntary prayers (Duha and Night)</li> <li>• The clear conquest</li> <li>• The rewards of good deeds</li> <li>• Majlis and its manners</li> </ul>	<p>This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam.</p> <p><b>Ministry book Unit 5 &amp; 6</b></p>	<p>How and when important personalities and prophets teaching support Muslims in life?</p> <p><b>UAE Link:</b> keenness on cleanliness of streets and public facilities as an Islamic and civilized behaviour. We must strive to attain the degree of perfection until the UAE becomes the role model in the world</p>	<ul style="list-style-type: none"> <li>• To recite and analyse the meaning of Surat Al Mulk.</li> <li>• To analyse and explain the ways to thank Allah for his gifts.</li> <li>• To distinguish between good friends and bad ones.</li> <li>• To recognise and describe the events, cause, parties, and result of the battle of Uhud.</li> <li>• To analyse and explain the importance of supplications.</li> <li>• To describe and conclude the manners supplications.</li> <li>• To identify the timing of acceptance of supplications.</li> <li>• To identify and describe the importance of voluntary fasting</li> </ul>	<p>You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter.</p> <p><b>Assessment for Learning:</b> Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer &amp; self feedback and class discussions, Assign research base project.</p> <p><b>Summative Assessment:</b> Final Oral assessment, <b>This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.</b></p>	<p>Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth.</p> <p>Understand and link the teaching of Islam” How it can support you and allow you to think critically and deeply.</p>	<p>This <b>builds on</b> your existing knowledge about various standard and surah from term 2.</p> <p>This <b>builds towards</b> deeper knowledge and understanding about teaching of Islam and Prophets.</p> <p>This <b>provides an opportunity for collaboration</b> between History, Geography.</p>	<p>Ongoing assessments at the end of each topic and unit.</p> <p>Learn surah as per your level, 2 Hadeeth per week and upload in your channel.</p> <p>Continue working on Edu Islamic narrow the gap ( Quran and hadeeth and other Islamic standard</p>	<p>Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence</p>



# Islamic Non-Native: Year 8 Success Criteria

Success Criteria	Working Below (12)	Working Towards (34)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Reading Divine Revelation(Quran + Hadith)</b> <b>Recite, memorise and analyse</b>	Limited or inaccurate understanding of Quranic verses and hadeeth.	Some understanding of Quranic verses and hadeeth texts with the ability to select some evidence in relation to points. Some awareness of relevant contexts.	Recites the Quran surahs included in the curriculum with partial success. Connects the meanings of verses with errors from time to time. Applies partially the rules of Al Meem Al Saknah. Recites the hadiths included in the curriculum with partial success. Interprets the general meanings of hadiths with connecting with the actual life, with errors from time to time.	Recites the Quran surahs included in the curriculum correctly most time. Interprets successfully the meanings of verses of the Quran surahs included in the curriculum. Applies often the rules of Al Meem Al Saknah. Recites correctly the hadiths most the time. Explains successfully the general meanings of hadiths included in the	Recites accurately the Quran surahs included in the curriculum. Interprets accurately the general meanings of verses of the Quran surahs included in the curriculum. Applies accurately the rules of Al Meem Al Saknah. Recites accurately the hadiths included in the curriculum. - Explains accurately the general meanings of hadiths included in the curriculum and connects them with the actual life.
<b>Islamic Creed</b> <b>Recognise, explore and analysis</b>	Limited and inaccurate understanding of Islamic creed,	Some understanding Islamic creed and able to describe . May identify Allah is one and teaching of Prophets and Islam, not always correctly.	Identify the meanings of Allah's names AlMughith, AlHalim (The Savior, The Forbearing  Investigate a limited number of the features and manifestations of divine forbearance in people's lives.  Participates in school activities projects relating to the subject.	Explains the meanings of two of Allah's names AlMughith, AlHalim (The Savior, The Forbearing  Investigate some of the features and manifestations of divine forbearance in people's lives. - Contributes to school activities projects relating to the subject.	Explains comprehensively the meanings of two of Allah's names: AlMughith, AlHalim (The Savior, The Forbearing) and their social impact. Investigate the features and manifestations of divine forbearance in people's lives. Leads the projects relating to the subject
<b>Islamic Values</b> <b>Explain, connects and investigate</b>	Limited ability to understand the Islamic values	Some understanding of how to explain simple ideas of voluntary work	Connects superficially between the work and worship in Islam. Concludes partially the impact of fearing Allah on the behavior through a narrative situation with errors. Proves partially the virtue of humility. Provides evidence partially on his / her compliance with the value of tolerance in his/her dealings and humanitarian relations. Recites the dua of the end of Majlis, with many errors and with hesitation. Explains partially the morals of meetings.	Links deeply and fully between the work and worship in Islam. Concludes correctly the impact of fearing Allah on the behavior through a narrative situation. Proves completely the virtue of humility. Proves, correctly and completely, his / her compliance with the value of tolerance in his/her daily interactions with other people. Recites completely the dua of the end of Majlis. Explains completely the morals of (Majlis) meetings.	Links extensively between the work and worship in Islam, explaining its impact on the society's development. Concludes completely and correctly the impact of fearing Allah on the behavior through a narrative situation, with evidence from their real life. Substantiate extensively the virtue of humility, supporting that with some real situations that prove his/her humility. Proves, correctly and completely, his/ her compliance with the value of tolerance in his/her dealings and relations, explaining the importance of tolerance with others. (UAE top value) Recites completely and fluently the dua of the end of Majlis, explaining its general meaning and importance. Explains extensively the morals of (Majlis) meetings, explaining the virtue of following these morals with them.

Success Criteria	Working Below (12)	Working Towards (34)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Islamic Rulings and its purposes</b>  <b>Describe, classifies and conclude</b>	Limited ability to describe the Islamic ruling and its purpose	Some understanding of more complex ruling and its purpose. Some ability to describe the Islamic ruling and its purpose.	Links superficially the provisions of concessions in purity & prayers and their Sharia purposes.  Explains superficially Sunan AlFtrah and the rules of Ghusl  Explains partially the types of voluntary prayer and their impact on the Muslim life. States some provisions of permissions in purity and prayer.	Links extensively the provisions of concessions in purity & prayers and their Sharia purposes.  Explains completely Sunan AlFtrah and the rules of Ghusl  Explains completely and accurately the types of voluntary prayer and their impact on the Muslim life.	Links extensively the provisions of concessions in purity & prayers and their Sharia purposes and compares them.  Explains extensively Sunan AlFtrah and the rules of Ghusl  Explains extensively the types of voluntary prayer and their impact on the Muslim life, explaining that with examples.
<b>Prophet's biography &amp; Personalities</b>	Limited ability to describe the biography of important personalities and prophets.	Some information of Prophet and important personalities of Islam.	Can describe the Battle of Al Ahzab and Al Hdaybiah Reconciliation, with simple errors. Finds difficulty concluding situations in which the Prophet keenness to prevent the blood shedding and promote peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation. Can narrate aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life. - Finds difficulty to conclude lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.	Can accurately describe the Battle of Al Ahzab and Al Hdaybiah Reconciliation. Can conclude situations in which the Prophet keenness to prevent the blood shedding and promote peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation. Can speak with a proper language on aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life.  Can conclude some lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.	Can accurately summarize the Battle of Al Ahzab and Al Hdaybiah Reconciliation.  Concludes accurately situations of preventing blood shedding and promoting peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation.  Can accurately summarize aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life.  Concludes lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.
<b>National Identity and Contemporary Issues</b>	Limited ability to understand the national identity and contemporary issues	Simple responses to questioning.	. Realizes the meaning of civilization in general, concludes often the principles on which the Islamic civilization is built, and can't design a modal project on the Islamic civilization.  - Interprets partially the gap between the rich and poor people and the concept of Zakat and charity but finds difficulty to design a project using multimedia to make comparison between the life of rich and poor people.	Realizes the meaning of civilization clearly and connects between the characteristics of the Islamic civilization and the principles on which the Islamic civilization is built and designs a complete project on the Islamic civilization.  Interprets completely the gap between the rich and poor people and the concept of Zakat and charity but finds difficulty to design a project using multimedia to make comparison between the life of rich and poor people.	Realizes the meaning of civilization accurately and connects between the results of the Islamic civilization and its principles on which it is built and designs a comprehensive project on the Islamic civilization in UAE.  Designs accurately a project using multimedia to carry out a comparison between the life of rich and poor people, concludes the reasons, and suggests solutions for the problem based on his/her national heritage



# Mathematics: Curriculum Ambition



**Mathematicians at Horizon International School enter KS3 with a strong foundation of basic skills and are motivated by challenges and problems. Our curriculum aims to build on this and ensure that they:**

- Have a secure understanding of what it means to be a mathematician, how mathematicians think and the role of mathematical thinking in society
- Have a 'big picture' understanding of real-world problem solving and appreciate that the strength of a mathematician is not in *what they know* but *how they think*
- Know *how* to perform mathematical processes, but more importantly they understand the reasoning behind the processes
- Have a depth of understanding that allows them to think critically and creatively about the most efficient methods and approaches to problems
- Have an appreciation that challenges allow us to grow and learn, and as a result they value understanding over correct answers
- Are able to work effectively both independently and collaboratively, applying their understanding to solve a variety of problems
- Are able to reflect on their strengths and areas for development and are motivated to take consistent and targeted actions to improve
- Have opportunities to explore beyond the traditional curriculum, to be curious, enthusiastic and to foster a love for the subject

**These aims are realised through our curriculum which:**

- Is wide ranging and diverse, allowing challenge through a focus on depth of understanding over breadth and topic coverage
- Encompasses foundational skills of mathematics as well as specialised and applied content that allows links to real-life
- Is organised progressively to build upon prior knowledge and understanding and link across phases and subjects
- Gives opportunities for critical thinking, metacognition and reflection
- Encourages a culture of exploration, curiosity and development of learning skills
- Is modified and adapted to ensure that all students are challenged at the right level

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses progress, attainment and qualitative data from all student groups consistently to inform planning, intervention, modification and adaptation
- Provides written reports to parents and the opportunity to discuss individual student progress, strengths and areas for development through parent teacher consultations
- Engage in regular moderation activities, involving sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Mathematics: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
<b>Unit Zero: Thinking Mathematically</b>	This unit is a continuation of Year 7 Unit Zero 'Becoming a Mathematician' where students will explore more problems and investigations that provide further insight into what it means to think mathematically and how to deal with large amounts of data.	<ul style="list-style-type: none"> <li>- <b>When does data becoming big data? Where does it come from, how is it captured, processed and stored?</b></li> <li>- <b>How does your Mathematical journey evolve through your school career and beyond?</b></li> </ul> <p><b>UAE Link:</b> In 2017 the UAE launched the UAE Sustainable Development Goals (SDG) Data Hub – a platform that aims to track and monitor the progress towards the implementation of the SDGs in the UAE</p>	Develop key mathematical skills such as: <ul style="list-style-type: none"> <li>• Processing and interpreting large volumes of information/data</li> <li>• Thinking systematically and strategically</li> <li>• Reasoning rigorously and considering certainty</li> <li>• Efficiency, curiosity, enquiry, research and exploration</li> <li>• Conjecture, generalisation and rules</li> </ul>	This unit is based around discussion and collaborative problem solving. We will encounter a variety of challenging problems involving "simple" Maths.  Some of problems may seem trivial but facilitate a shift in mindset towards appreciating methods and processes that can be applied to highly useful scenarios.	To continue building an understanding of how Maths can be used as tool for tackling problems outside of the traditional curriculum, as well as addressing the learning skills expected of students within the subject, including a focus on strategic and critical thinking, data processing, problem solving, and efficiency.	This <b>builds on</b> existing understanding of Maths as a subject and the ability to approach a variety of problems.  This <b>builds towards</b> gaining a deeper understanding of how mathematical study is organised and how it can be applied in the future.  This <b>provides an opportunity for collaboration</b> with Geography and GIS.	<p><b>Domain of Science:</b> Map of Mathematics</p> <p><i>Freakonomics – Steven D. Levitt and Stephen J. Dubner</i> <i>A Mathematician's Apology – G.H. Hardy</i></p> <p><b>Royal Institution: The power of Mathematical Thinking</b></p> <p><b>TedEd:</b> How Big Data can influence decisions that actually matter</p> <p><b>World Economic Forum:</b> What is Big Data</p>	<b>Critical thinking</b> Creativity <b>Collaboration</b> Independence <b>Problem-solving</b> <b>Leadership</b> Exploration Resilience Curiosity <b>Research</b> Adaptability Generalisation
<b>Unit 1a: Mathematical Processing – Part 2</b>  <b>Unit 1b: Number Subsets</b>  <b>CASIO SCIENTIFIC CALCULATOR REQUIRED FROM THIS POINT</b>	This unit will continue the exploration of number systems and subsets, including familiar (primes, factors and multiples) and unfamiliar (irrational, imaginary, perfect, evil) subsets. Further mathematical processing skills will be encountered also.	<ul style="list-style-type: none"> <li>- <b>How do the properties of a number contribute to the sets it fits within?</b></li> <li>- <b>Why are prime numbers such a rich field of mathematical study</b></li> <li>- <b>How are numbers used in the world of encryption?</b></li> </ul> <p><b>UAE Link:</b> The UAE has strong Cybersecurity laws and requires encryption of data in many industries. Numbers, specifically primes, play a large role in this.</p>	<ol style="list-style-type: none"> <li><b>1. Master the basic skills within a topic</b> <ul style="list-style-type: none"> <li>- Understanding concepts</li> <li>- Remembering rules and formulae</li> <li>- Application of knowledge</li> <li>- Repeating processes</li> </ul> </li> <li><b>2. Apply your understanding of the topic to solve a variety of problems:</b> <ul style="list-style-type: none"> <li>- Make links across topics</li> <li>- Multi-step problems</li> <li>- Creative and efficient approaches</li> <li>- Critical thinking</li> </ul> </li> <li><b>3. Explore outside of the traditional curriculum areas:</b> <ul style="list-style-type: none"> <li>- Be curious, think deeply and ask questions</li> <li>- Undertake wider reading, watching, discussion and investigation</li> </ul> </li> </ol>	You will have the opportunity to think, collaborate, discuss and contribute regularly with verbal/written responses. You should ask questions and share ideas with your peers/teacher in order to get live feedback.  You will complete a variety of questions covering Objective 1 and 2 on DFM and will be expected to practice skills independently in your own time. If appropriate you will also be directed towards Objective 3 resources to further and deepen your understanding  You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult.	The skills and processes learnt in this unit such as approximation and using a Scientific Calculator are fundamental to further number topics at GCSE. Additionally, building an understanding and appreciation of the composition of numbers and how sets of numbers interact with each other is crucial to be able to see the big picture of number theory.	This <b>builds on</b> your existing knowledge of number, particularly from Y7 Unit 1.  This <b>builds towards</b> gaining a deeper understanding of categorisation of numbers and their links to other subjects.  This <b>provides an opportunity for collaboration</b> with ICT and/or Computer Science.	<p><i>Uncle Petros and Goldbach's Conjecture – Apostolos Doxiadis</i></p> <p><i>The Music of the Primes – Marcus Du Sautoy</i></p> <p><b>Numberphile:</b>            - Googol and Googolplex            - Infinity is bigger than you think            - All the Numbers            - Goldbach Conjecture</p> <p><b>Ganesh Pai:</b> Making sense of irrational numbers</p>	<b>Critical thinking</b> Creativity Collaboration Independence Problem-solving <b>Exploration</b> <b>Curiosity</b> Research <b>Efficiency</b> <b>Adaptability</b>
<b>Unit 2: Expressions, Equations and Inequalities</b>	This unit will build on the algebraic skills encountered in Y7 with a view to applying them to manipulate more complex expressions and to introduce new skills such as expanding, factorising and solving equations and inequalities.	<ul style="list-style-type: none"> <li>- <b>How can real life problems be described and solved using algebra?</b></li> <li>- <b>What is the role of algebra in problem solving?</b></li> </ul> <p><b>UAE Link:</b> SDGs such as Life Below Water, Climate Action, Clean Energy and Sustainable Cities rely on the use of Mathematical Models that are built writing algebraic rules to describe complex empirical data.</p>	<ol style="list-style-type: none"> <li><b>3. Explore outside of the traditional curriculum areas:</b> <ul style="list-style-type: none"> <li>- Be curious, think deeply and ask questions</li> <li>- Undertake wider reading, watching, discussion and investigation</li> </ul> </li> </ol>	You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.  All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.	Life is about solving problems and algebra is the elemental language used to solve real-life problems in efficient ways. To solve challenging real life problems you will be required to make generalisations and build and refine mathematical models. Algebraic manipulation is required to arrive at solutions and critically consider the validity of these solutions.	This <b>builds on</b> algebraic skills and concepts encountered in Y7 Unit 2.  This <b>builds towards</b> gaining a deeper understanding of algebraic manipulation and using it to solve equations and inequalities, including within context.  This <b>provides an opportunity for collaboration</b> with Science.	<p><i>Fermat's Last Theorem – Simon Singh</i></p> <p><b>Numberphile:</b>            - The fundamental theorems of Algebra</p> <p><b>NRICH</b> – The development of Algebra (part 2)</p>	<b>Critical thinking</b> Collaboration <b>Independence</b> Exploration <b>Resilience</b> <b>Curiosity</b> <b>Efficiency</b> <b>Adaptability</b>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
<b>Unit 3: 2D and 3D Shapes</b>	This unit will build upon the knowledge of geometry from KS2 and Y7 and will begin to explore compound shapes, circles and quadrilaterals in more depth and detail and move into 3 dimensions.	<ul style="list-style-type: none"> <li>- How is geometry used in navigation, GPS and mapping the Earth's surface?</li> <li>- What are the Axioms of Euclidean Geometry and how can we use these self-evident statements to prove everything else?</li> <li>- Do different types of Geometry exist?</li> </ul> <p><b>UAE Link:</b> The UAE has a rich cultural heritage within which Islamic art plays a significant role in its artistic traditions. Geometric patterns are an essential aspect of Islamic art.</p>	<p><b>1. Master the basic skills within a topic</b></p> <ul style="list-style-type: none"> <li>- Understanding concepts</li> <li>- Remembering rules and formulae</li> <li>- Application of knowledge</li> <li>- Repeating processes</li> </ul>	<p>In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback.</p> <p>You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding</p> <p>You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult.</p>	<p>Studying geometry prompts us to investigate the value of its broader implications for understanding the structure, spatial relationships, and patterns that exist in the world around us.</p>	<p>This <b>builds on</b> your existing knowledge of shapes and algebra, particularly from Y7 Unit 2 and 4 and Y8 Unit 2.</p> <p>This <b>builds towards</b> gaining a deeper understanding of structure and spatial relationships, leading onto trigonometry, Pythagoras' theorem and volume.</p> <p>This <b>provides an opportunity for collaboration</b> with art and graphic design.</p>	<p><b>TedEd:</b></p> <ul style="list-style-type: none"> <li>- The Complex Geometry of Islamic Design</li> </ul> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- A brief History of Pi</li> </ul> <p><b>NRICH:</b> 3D Drawing, Geometry: A History from practice to abstraction</p>	<p>Critical thinking Creativity <b>Collaboration</b> Independence Problem-solving Leadership Exploration Resilience <b>Curiosity</b> Adaptability</p>
<b>Unit 4: Proportion and Measures</b>	This unit will continue with the ideas of proportion studied in Y7 and explore proportionality in a variety of contexts, including conversion graphs, metric units, scale factors and speed/distance/time.	<ul style="list-style-type: none"> <li>- How does the AED hold up against other currencies in the current economic climate?</li> <li>- How do the fluctuations of the US Dollar impact the strength of the AE Dirham</li> <li>- How is proportion used to build a global city</li> </ul> <p><b>UAE Link:</b> Converting between AED and other currencies is vital in the Global hub for economy and trade.</p>	<p><b>2. Apply your understanding of the topic to solve a variety of problems:</b></p> <ul style="list-style-type: none"> <li>- Make links across topics</li> <li>- Multi-step problems</li> <li>- Creative and efficient approaches</li> <li>- Critical thinking</li> </ul> <p><b>3. Explore outside of the traditional curriculum areas:</b></p> <ul style="list-style-type: none"> <li>- Be curious, think deeply and ask questions</li> <li>- Undertake wider reading, watching, discussion and investigation</li> </ul>	<p>You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.</p> <p>All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.</p>	<p>A strong understanding of proportion underpins the majority of Maths, as well as providing the basis for an enormous range of real-life applications. These range from calculations involving simple direct proportional relationships such as quantity vs cost, currency conversion and speed calculations to the most complicated and nuanced direct and inverse relationships between physical quantities in fields of science, engineering, medicine, business, geography and economics.</p>	<p>This <b>builds on</b> your existing knowledge of ratio and proportion, particularly Y7 Unit 3.</p> <p>This <b>builds towards</b> gaining a deeper understanding of the idea that proportional reasoning underpins many topics and contexts.</p> <p>This <b>provides an opportunity for collaboration</b> with Science and Business.</p>	<p><b>NRICH</b> – The dangerous ratio</p> <p><i>At Sixes and Sevens – Rachel Riley</i></p> <p><i>Alex's Adventures in Numberland – Alex Bellos</i></p>	<p>Critical thinking Creativity Collaboration <b>Independence</b> <b>Problem-solving</b> Leadership Exploration <b>Resilience</b> Curiosity Adaptability Efficiency</p>
<b>Unit 5: Introduction to Coordinate Geometry</b>	This unit will build on the foundation of coordinates in the x-y plane and introduce the idea of the equation of a straight line as a way of describing the relationship between x and y coordinates.	<ul style="list-style-type: none"> <li>- How can straight line graphs be used to predict trends in data that shows a positive or negative correlation?</li> <li>- How can population growth be predicted using a straight-line graph model?</li> </ul> <p><b>UAE Link:</b> Linear relationships between variables relating to the UAE can be explored, for example the relationship between property prices and distance from popular landmarks like the Burj Khalifa.</p>	<ul style="list-style-type: none"> <li>- Be curious, think deeply and ask questions</li> <li>- Undertake wider reading, watching, discussion and investigation</li> </ul>	<p>You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.</p> <p>All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.</p>	<p>Graphs are an efficient way to represent relationships between two variables. They are a powerful framework for solving a wide range of real-life problems such as finding the most efficient route and optimising resource allocation. They form a significant part of GCSE and A-Level Maths and can be used as an effective tool for communicating mathematical information and data.</p>	<p>This <b>builds on</b> knowledge of coordinates from Y7 Unit 4 and on understanding of expressions, equations and formulae.</p> <p>This <b>builds towards</b> gaining an understanding of how to communicate a relationship between two variables and towards the IGCSE Graphs, Functions and Calculus progression.</p> <p>This <b>provides an opportunity for collaboration</b> with Science and Business.</p>	<p><b>TedEd:</b></p> <ul style="list-style-type: none"> <li>- How math is our real sixth sense</li> </ul> <p><b>Numberphile:</b></p> <ul style="list-style-type: none"> <li>- Amazing Graphs</li> </ul> <p><b>NRICH:</b></p> <p><a href="#">Desmos   Graphing Calculator</a></p>	<p>Critical thinking Creativity <b>Collaboration</b> Independence Problem-solving Leadership <b>Exploration</b> Resilience Curiosity Adaptability</p>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
<b>Unit 6: Averages and Probability</b>	This unit will build upon the ideas of averages and probability encountered in Y7 and will introduce the concept of frequency tables, how to calculate statistics from sets of data and deal with changes to data sets. Students will formally encounter structures for listing outcomes such as Sample Space Diagrams.	-What is the value of Data in today's society? - How is probability used in decision making?  <b>UAE Link:</b> a future generation with an understanding of data and statistics in the UAE will contribute to data-driven decision making, economic development, healthcare improvement, risk management, research and data privacy. This will enable the UAE to leverage the power of data to drive progress, innovation, and evidence-based decision making across various sectors of society.	<b>1. Master the basic skills within a topic</b> - <i>Understanding concepts</i> - <i>Remembering rules and formulae</i> - <i>Application of knowledge</i> - <i>Repeating processes</i>  <b>2. Apply your understanding of the topic to solve a variety of problems:</b> - <i>Make links across topics</i> - <i>Multi-step problems</i> - <i>Creative and efficient approaches</i> - <i>Critical thinking</i>	In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback.  You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. You will also be directed towards Objective 3 resources to further and deepen your understanding  You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult.  You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.  All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.	Understanding averages and other statistics will help you to make sense of data and analyse it in order to make informed decisions, whilst an understanding of probability is a crucial part of everyday life in which every risk and decision has an element of chance involved. This unit will explore these ideas and provide further understanding built on the basics studied in the Year 7 curriculum.	This <b>builds on</b> your existing knowledge of averages and probability, particularly Y7 Unit 5.  This <b>builds towards</b> gaining a deeper understanding of measures of spread and chance and associated methods and interpretations.  This <b>provides an opportunity for collaboration</b> with the humanities.	<b>TedEd:</b> - Why we should love statistics - How statistics can be misleading - The Coin Flip Conundrum  <b>Numberphile:</b> - The odds of Alien life	Critical thinking Creativity Collaboration Problem solving Adaptability Inquiry Research Efficiency Curiosity
<b>Unit 7: Using Formulae</b>	This unit comprises of ideas and skills from previous algebra units and brings them together in the context of using general algebraic formulae and also some well-known examples, such as Pythagoras' Theorem.	- How do map applications utilise Pythagoras' Theorem to calculate to distances? - How is Pythagoras' Theorem used to maximise the viewing experience in theatres and sports venues?  <b>UAE Link:</b> Pythagoras' Theorem is used by construction companies and architects in order to influence aspects of strength and aesthetics in the multitude of buildings being built each year in Dubai.	<b>3. Explore outside of the traditional curriculum areas:</b> - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	The use of formulae is essential for students as they move towards more advanced algebra topics and understanding how to use a formula and what a formula achieves promotes critical thinking skills.  You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments.  All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.	The use of formulae is essential for students as they move towards more advanced algebra topics and understanding how to use a formula and what a formula achieves promotes critical thinking skills.	This <b>builds on</b> your existing knowledge of algebra.  This <b>builds towards</b> applying algebraic knowledge to many contexts, often geometric, to solve problems in an efficient way.  This <b>provides an opportunity for collaboration</b> with Science.	<b>TedEd:</b> - How many ways are there to prove the Pythagorean Theorem? - A brief history of banned numbers  <b>NRICH</b> - Pythagoras  <b>Numberphile:</b> - A mathematical fable	Critical thinking Creativity Collaboration Problem solving Adaptability Inquiry Research Efficiency Curiosity



# Mathematics: Year 8 Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
<b>Unit 1a: Mathematical Processing 2</b> <ul style="list-style-type: none"> <li>- Order decimals</li> <li>- Round numbers to a given number of decimal places or significant figures</li> <li>- Estimate solutions by first rounding</li> <li>- Multiply and divide with decimals (up to 2dp)</li> <li>- Divide numbers by divisors between 0 and 1</li> <li>- Use a scientific calculator accurately</li> <li>- Use index notation for powers of numbers (including basic index laws)</li> <li>- Effectively apply order of operations</li> </ul>	Can perform a minority of basic processes/skills with limited accuracy  Can remember a minority of rules and facts with varying consistency	Can perform some basic processes/skills with accuracy  Can remember some rules and facts with varying consistency	Can perform most basic processes/skills with accuracy  Can remember most rules and facts consistently  Can begin to make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context	Can perform the vast majority of processes/skills with accuracy  Can remember the vast majority of rules facts consistently  Can make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context  Can evaluate a variety of approaches to solve problems	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one  Can confidently and accurately solve multi-step problems, with or without context  Can seamlessly move between topics in order to solve a wide variety of problems  Can demonstrate creativity when approaching unfamiliar problems
<b>Unit 1b: Number Subsets</b> <ul style="list-style-type: none"> <li>- Find the highest common factor (HCF) and lowest common multiple (LCM) of two or three numbers</li> <li>- Express a number as a product of its prime factors</li> <li>- Explore calculator functions such as !, ABS, NCR, NPR, FACT, RND, Ran#, DEC, HEX, BIN, OCT, ENG, S<math>\leftrightarrow</math>D</li> <li>- Explore number subsets, such as real numbers, irrational numbers, complex numbers etc.</li> <li>- Explore the world of unusual number subsets, such as abundant, deficient, perfect numbers, evil numbers, happy numbers, sociable numbers etc.</li> <li>- Explore prime numbers, including different subsets of primes, high profile prime number problems, the search for large primes</li> </ul>					
<b>Unit 2: Expressions, Equations and Inequalities</b> <ul style="list-style-type: none"> <li>- Multiply and divide algebraic expressions (including basic index laws)</li> <li>- Expand and simplify expressions involving brackets (single, double and triple)</li> <li>- Factorise expressions with common factors</li> <li>- Understand the concept of functions and their inverses</li> <li>- Solve linear equations (with and without the use of function machines)</li> <li>- Form and solve linear equations in context</li> <li>- Understand and use inequality notation</li> <li>- Solve linear inequalities</li> </ul>					
<b>Unit 3: 2D and 3D Shapes</b> <ul style="list-style-type: none"> <li>- Find areas of compound shapes</li> <li>- Calculate areas of parallelograms and trapezia</li> <li>- Understand the properties of circles (radius, diameter, tangent, chord, sector, segment, arc)</li> <li>- Calculate the area and circumference of whole circles</li> <li>- Calculate the area and perimeter of semicircles and other simple sectors</li> <li>- Represent 3D shapes in a variety of ways (including nets, plans, elevations, isometric drawings and platonic solids)</li> <li>- Calculate the volume of cubes and cuboids</li> <li>- Calculate the surface area of cubes and cuboids</li> </ul>					
<b>Unit 4: Proportion and Measures</b> <ul style="list-style-type: none"> <li>- Read and extrapolate values from conversion graphs</li> <li>- Plot conversion graphs given a table of data</li> <li>- Convert between a variety of metric units</li> <li>- Use scale factors to proportionally increase or decrease quantities</li> <li>- Use proportional understanding to calculate with speed, distance and time</li> <li>- Plot and interpret Distance-Time graphs (in a variety of contexts)</li> </ul>	Can perform a minority of basic processes/skills with limited accuracy  Can remember a minority of rules and facts with varying consistency	Can perform some basic processes/skills with accuracy  Can remember some rules and facts with varying consistency	Can perform most basic processes/skills with accuracy  Can remember most rules and facts consistently  Can begin to make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context	Can perform the vast majority of processes/skills with accuracy  Can remember the vast majority of rules facts consistently  Can make links between different content areas and solve problems requiring more than one step or more than topic  Can begin to apply understanding to solve problems with real-life context  Can evaluate a variety of approaches to solve problems	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one  Can confidently and accurately solve multi-step problems, with or without context  Can seamlessly move between topics in order to solve a wide variety of problems  Can demonstrate creativity when approaching unfamiliar problems
<b>Unit 5: Introduction to Coordinate Geometry</b> <ul style="list-style-type: none"> <li>- Begin to develop an understanding of the link between equations and straight lines</li> <li>- Understand that a point on a line must satisfy its equation</li> <li>- Recognise, name and plot graphs parallel to the x and y axes</li> <li>- Identify simple equations of straight lines by analysing the relationship between x and y coordinates</li> <li>- Plot the graphs of straight lines using a table of values</li> <li>- Begin to develop an understanding of gradient, y-intercept and x-intercept</li> </ul>					
<b>Unit 6: Averages and Probability</b> <ul style="list-style-type: none"> <li>- Find the mean of a set of data</li> <li>- Deal with changes to a set of data and consider how this affects different measures of average</li> <li>- Construct and interpret grouped and ungrouped frequency tables</li> <li>- List all possible outcomes of an event (including using a sample space diagram)</li> </ul>					
<b>Unit 7: Using Formulae</b> <ul style="list-style-type: none"> <li>- Solve 2D problems using Pythagoras' Theorem</li> <li>- Use Pythagoras' Theorem to check if a triangle has a right angle</li> <li>- Use a variety of formulae with real-life applications, e.g. nth term problems</li> </ul>					

# Modern Foreign Languages: Curriculum Ambition



**Horizon International School's pupils are inquisitive and work with enthusiasm entering KS3 with a good foundation in both French and Spanish. Our curriculum aims to consolidate and build on prior knowledge and ensure that they:**

- Are confident in expressing themselves in a foreign language
- Are given an insight into the everyday life and culture of France and Spain, encouraging intercultural understanding
- Develop their language learning skills through IT
- Are encouraged to become independent enquirers, creative thinkers as well as reflective learners
- Embrace collaboration and teamwork skills to facilitate effective communication and idea sharing, and become effective participators
- Are encouraged to access literary texts both inside and outside the classroom to enhance learning
- Effectively use media in the target language through film, television and appropriate websites
- Are able to showcase their work through oral and written presentation
- Can grasp grammatical concepts and use grammar independently across different contexts
- Use their lexical knowledge of other languages and literacy skills in order to access the target language
- Embrace a mindset of continuous, regular learning patterns in order to achieve and progress effectively

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including: Self, family and friends, local and regional area, identity and culture, free-time activities, technology, customs and festivals, local and global areas of interest, current and future study and employment
- Incorporates relatable topics which encourage the implementation of all four skills, listening, reading, writing and speaking
- Reflects the world pupils live in, using contexts familiar to them in their everyday lives to stimulate interest
- Allows them to become independent language learners through interactive activities in both vocabulary and grammar, thus enabling them to transfer their knowledge through a progressive and stimulating curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with self-reflection feedback after each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# MFL: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	How to talk about TV, cinema, reading, internet use, free time and giving opinions	<p><b>How can I talk about various forms of media and express an opinion?</b></p> <p><b>UAE Link:</b>  <a href="https://u.ae/en/about-the-uae/culture/art">https://u.ae/en/about-the-uae/culture/art</a></p>	<ul style="list-style-type: none"> <li>Talking about TV programmes, films and literature using ER, IR and RE verbs present tense</li> <li>Ask and answer questions in the present and perfect tense</li> <li>Understand opinions</li> <li>Use the present tense of AVOIR and ÊTRE</li> <li>Talking about the internet using present tense of ALLER and FAIRE</li> <li>Using frequency expressions</li> <li>Talking about past events using the perfect tense with AVOIR and ÊTRE</li> <li>Using adjectives to describe experiences</li> <li>Learning modes of transport</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b>            Reading aloud            Listening activities            Mini whiteboards            Individual and whole class questioning            Pairwork and groupwork activities            Role play to develop speaking skills            Interactive quizzes online            Oral and written presentations            Reading comprehension  <b>Summative Assessment:</b>  <b>Module 1 &amp; 2 assessments in listening, reading and writing</b></p>	<p>To understand how to ask and answer questions and express opinions in the present and past tenses</p>	<p>This <b>builds on</b> offering opinions and asking and answering questions</p> <p>This <b>builds towards</b> presenting in front of a class and talking about your interests</p> <p>This <b>provides an opportunity for collaboration</b> between English and Geography</p>	<ul style="list-style-type: none"> <li>Design a TV guide or tourist information guide</li> <li>Create a poster advertising a film or book with a brief synopsis</li> <li>Film a trailer for a movie</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
<b>Term 2:</b>	<p>How to talk about personality and relationships</p> <p>How to express your interest in music and other activities in different tenses</p>	<p><b>How can I talk about myself and others and my relationships?</b></p> <p><b>How can I share my musical interests and offer opinions?</b></p> <p><b>UAE Link:</b>  <a href="https://www.timeoutdubai.com/news/uae-music-festivals-coming-up">https://www.timeoutdubai.com/news/uae-music-festivals-coming-up</a>  <a href="https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/">https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/</a>  <a href="https://emirates.estate/property/dubai-emirate">https://emirates.estate/property/dubai-emirate</a>  <a href="https://u.ae/en/media/events">https://u.ae/en/media/events</a></p>	<ul style="list-style-type: none"> <li>Describing personality using adjectives</li> <li>Talking about relationships using reflexive verbs and possessive adjectives</li> <li>Discussing music and giving opinions</li> <li>Talking about clothes using the near future tense</li> <li>Sharing your passions using the past, present and near future tenses</li> <li>Describing where you live using comparative adjectives</li> <li>Describing your home using prepositions</li> <li>Talking about meals using the partitive article and the verbs BOIRE and PRENDRE</li> <li>Discussing what food to buy using Il Faut + infinitive and quantities</li> <li>Talking about an event using three tenses</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b>            Reading aloud            Listening activities            Mini whiteboards            Individual and whole class questioning            Pairwork and groupwork activities            Role play to develop speaking skills            Interactive quizzes online            Oral and written presentations            Reading comprehension  <b>Summative Assessment:</b>  <b>Module 3 &amp; 4 assessments in listening, reading and writing</b></p>	<p>To gain insight into how to express your interests using different timeframes.</p> <p>To be able to talk about yourself and others</p>	<p>This <b>builds on</b> giving more detail about your preferences</p> <p>This <b>builds towards</b> using past, present and future tenses effectively and being able to order and buy food and drink and narrating an event</p> <p>This <b>provides an opportunity for collaboration</b> between Music, Food and English</p>	<ul style="list-style-type: none"> <li>Research French music and musicians and present your findings</li> <li>Design your ideal house and village</li> <li>Create an authentic French menu</li> <li>Research a francophone carnival</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
<b>Term 3:</b>	<p>How to talk about ambition</p> <p>World geography and French-speaking countries</p> <p>French historical events</p>	<p><b>How can I talk about my future ambitions and talents?</b></p> <p><b>UAE Link:</b>  <a href="https://www.timeoutdubai.com/culture/theatre">https://www.timeoutdubai.com/culture/theatre</a>  <a href="https://u.ae/en/about-the-uae/history">https://u.ae/en/about-the-uae/history</a></p>	<ul style="list-style-type: none"> <li>Talking about talent and ambition using VOULOIR + infinitives</li> <li>Encouraging or persuading someone using POUVOIR and DEVOIR</li> <li>Rehearsing for the contest and using the imperative</li> <li>Saying who is the best, the most, the least using superlative adjectives</li> <li>Learning about world geography and French speaking countries</li> <li>How to plant a garden using Il faut + infinitive</li> <li>Learning about the French Revolution using a range of tenses</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b>            Reading aloud            Listening activities            Mini whiteboards            Individual and whole class questioning            Pairwork and groupwork activities            Role play to develop speaking skills            Interactive quizzes online            Oral and written presentations            Reading comprehension  <b>Summative Assessment:</b>  <b>Module 5 assessments in listening, reading and writing.</b></p>	<p>To be familiar with using a variety of structures and tenses</p> <p>To be able to express opinions and offer advice</p>	<p>This <b>builds on</b> leisure and going out, family and friends as well as giving instructions and using adjectives</p> <p>This <b>builds towards</b> talking about education and future plans. Being able to challenge each other's opinions</p> <p>This <b>provides an opportunity for collaboration</b> between English, Drama, Geography, ICT, Biology &amp; History</p>	<ul style="list-style-type: none"> <li>Do a presentation showcasing your talents/ambitions</li> <li>Present a talent show and offer advice and give opinions on the contestants</li> <li>Research a francophone country</li> <li>Read more about the French revolution and prepare a presentation with useful French vocabulary</li> </ul>	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<p>How to talk about holidays in the past tense and giving opinions</p> <p>How to talk about mobile phone usage, music and TV</p> <p>How to express myself in the present and preterite tense</p>	<p><b>How can I talk about holidays and activities?</b></p> <p><b>How can I express my interest in music and TV and talk about how I use my phone</b></p> <p><b>UAE Link:</b>  <a href="https://www.dubaitravelguide.info/visit-dubai/">https://www.dubaitravelguide.info/visit-dubai/</a>  <a href="https://www.timeoutdubai.com/news/uae-music-festivals-coming-up">https://www.timeoutdubai.com/news/uae-music-festivals-coming-up</a></p>	<ul style="list-style-type: none"> <li>Talking about a past holiday using the past preterite tense of <i>ir</i></li> <li>Saying what you did on holiday using the preterite tense of AR verbs</li> <li>Describe the last day of your holiday using preterite tense of ER and IR verbs</li> <li>Saying what your holiday was like using the preterite tense of <i>ser</i></li> <li>Being able to use the present and preterite tenses together</li> <li>To talk about how you use your mobile phone</li> <li>To be able to say what type of music you like and offer a range of opinions</li> <li>To talk about TV using the comparative</li> <li>To discuss what you did yesterday, using the preterite tense</li> <li>To understand an authentic text</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b>  Reading aloud  Listening activities  Mini whiteboards  Individual and whole class questioning  Pairwork and groupwork activities  Role play to develop speaking skills  Interactive quizzes online  Oral and written presentations  Reading comprehension  Internet research</p> <p><b>Summative Assessment:</b>  <b>Module 1 &amp; 2 assessments in listening, reading and writing</b></p>	<p>To understand how to ask and answer questions and express opinions in the present and past tenses.</p> <p>To be able to describe a trip and research different places in Spain to visit</p> <p>To discuss your media preferences and understand how people use media differently</p> <p>To familiarise yourself with authentic texts in Spanish</p>	<p>This <b>builds on</b> offering opinions and asking and answering questions</p> <p>This <b>builds towards</b> presenting in front of a class and talking about your holidays and media interests as well as using two tenses together</p> <p>This <b>provides an opportunity for collaboration</b> between English and Geography</p>	<ul style="list-style-type: none"> <li>Design a tourist information leaflet for your chosen destination</li> <li>Research other Spanish-speaking destinations</li> <li>Do a presentation based on a Spanish-speaking musician or band</li> <li>Design a TV guide</li> </ul>	<p>Resilience  Creativity  Collaboration  Adaptability  Inquiry  Research  Reflection  Communication  Teamwork  Patience  Motivation  Confidence</p>
<b>Term 2:</b>	<p>How to talk about food preferences</p> <p>How to express your interest in diet and food in other Hispanic countries</p> <p>How to order food and drink in a restaurant</p> <p>How to talk about social activities and sporting events</p>	<p><b>How can I share my food preferences?</b></p> <p><b>How can I talk about traditional Spanish food and drink?</b></p> <p><b>UAE Link:</b>  <a href="https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/">https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/</a>  <a href="https://u.ae/en/about-the-uae/culture/sports-and-recreation">https://u.ae/en/about-the-uae/culture/sports-and-recreation</a>  <a href="https://dubaifashionweek.org">https://dubaifashionweek.org</a>  <a href="https://u.ae/en/information-and-services/visiting-and-exploring-the-uae/what-to-do-in-the-uae/shopping">https://u.ae/en/information-and-services/visiting-and-exploring-the-uae/what-to-do-in-the-uae/shopping</a></p>	<ul style="list-style-type: none"> <li>Saying what food you like and use a wider range of opinions</li> <li>Describing mealtimes using negatives</li> <li>Telling the time</li> <li>Ordering a meal and using the polite 'you' form</li> <li>Discussing what to buy for a party using the near future tense</li> <li>Giving an account of a party using three tenses together</li> <li>Learning about food in other countries using direct object pronouns</li> <li>Arranging to go out using <i>me gustaría + infinitive</i></li> <li>Making excuses using <i>querer and poder</i></li> <li>Discussing getting ready to go out using reflexive verbs</li> <li>Talking about clothes using demonstrative adjectives</li> <li>Talking about sporting events using three tenses</li> <li>Describing a fancy dress outfit</li> <li>Using a dictionary effectively</li> <li>Revise positive and negative opinions</li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b>  Reading aloud  Listening activities  Mini whiteboards  Individual and whole class questioning  Pairwork and groupwork activities  Role play to develop speaking skills  Interactive quizzes online  Oral and written presentations  Reading comprehension</p> <p><b>Summative Assessment:</b>  <b>Module 3 &amp; 4 assessments in listening, reading and writing</b></p>	<p>To gain insight into how to express your tastes using a wider range of opinions and negatives</p> <p>To be able to talk about social events in three timeframes</p> <p>To gain an understanding of diet in different Hispanophone countries</p> <p>To be able to buy and order food and drink</p> <p>To use a dictionary effectively for context</p>	<p>This <b>builds on</b> giving more detail about your preferences and working on adjectival agreement</p> <p>This <b>builds towards</b> using past, present and future tenses effectively and being able to order and buy food and drink and narrating an event</p> <p>This <b>provides an opportunity for collaboration</b> between Food, English and Geography</p>	<ul style="list-style-type: none"> <li>Research diet and traditional foods in different Spanish-speaking countries</li> <li>Prepare a traditional authentic Spanish meal</li> <li>Create an authentic Spanish menu</li> <li>Research traditional dress in different Hispanophone countries</li> <li>Research popular sports in Spanish speaking countries or sportsmen/women</li> </ul>	<p>Resilience  Creativity  Collaboration  Adaptability  Inquiry  Research  Reflection  Communication  Teamwork  Patience  Motivation  Confidence</p>
<b>Term 3:</b>	<p>How to talk about holidays</p>	<p><b>How can I talk about my holidays and different types of homes</b></p> <p><b>How do hispanic countries differ?</b></p> <p><b>UAE Link:</b>  <a href="https://www.dubaitravelguide.info/visit-dubai/">https://www.dubaitravelguide.info/visit-dubai/</a></p>	<ul style="list-style-type: none"> <li>Describing a holiday home using <i>ser and estar</i></li> <li>Describing holiday activities using the superlative and <i>se puede(n) + infinitive</i></li> <li>Asking for directions and using the imperative</li> <li>Talking about summer camps and using three tenses together</li> <li>Discussing holiday destinations using <i>mejor and peor</i></li> </ul>	<p>Through exploring.....</p> <p><b>Assessment for Learning:</b>  Reading aloud  Listening activities  Mini whiteboards  Individual and whole class questioning  Pairwork and groupwork activities  Role play to develop speaking skills  Interactive quizzes online  Oral and written presentations  Reading comprehension</p> <p><b>Summative Assessment:</b>  <b>Module 5 assessment in listening, reading and writing.</b></p>	<p>To be familiar with using a variety of structures and tenses</p> <p>To tackle more challenging listening</p> <p>To find your way and ask directions</p>	<p>This <b>builds on</b> leisure and holidays as well as using a variety of tenses together</p> <p>This <b>builds towards</b> talking about holidays in more detail using comparatives, superlatives and a range of more complex grammar</p> <p>This <b>provides an opportunity for collaboration</b> between Geography and English</p>	<ul style="list-style-type: none"> <li>Research holiday destinations in Spanish-speaking countries, how do they differ?</li> <li>Look at different types of housing in Hispanophone countries</li> <li>Discover holiday camps and put together a promotional video</li> </ul>	<p>Resilience  Creativity  Collaboration  Adaptability  Inquiry  Research  Reflection  Communication  Teamwork  Patience  Motivation  Confidence</p>





# MFL: Year 8 Success Criteria

Language Skill	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Listening</b>	Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar words.	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases.	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences.	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. Transcribe sentences.
<b>Reading</b>	Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases.	Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English.	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar into English.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.
<b>Writing</b>	Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear.	Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).
<b>Speaking</b>	Answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns.	Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present.	Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation.	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures. Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.

# Music: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who enter KS3 with a strong core set of competencies in performing, creating and understanding music. Our curriculum aims to build on this by ensuring that they:**

- Experience the inspiration and power of the arts, which fosters life-long passion and learning.
- Are constantly improving their understanding of the fundamentals – rhythm, pitch, notation and tonality.
- Are challenged daily to improve their skills in performance, both individually and in a group setting.
- Develop understanding of music and musical literacy by listening to music and identifying musical signs, symbols and concepts.
- Are given the opportunity to work in a collaborative environment, where they can showcase their skills in person and in a virtual context.
- Develop practical skills for creating and composing music in a variety of contexts.
- Develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music.
- Are encouraged to become reflective individuals with strong critical thinking skills, allowing for critical evaluation across all aspects of their work.
- Are encouraged to be digitally literate learners in a musical context by using industry standard software packages to create and record music.
- Provided with opportunities to experience industry experts in the arts first-hand through recreational visits to performances and professional work-spaces.

**These aims are realised through our curriculum which:**

- Includes a wide range of experiences including performing, creating, and analysing music from a variety of global communities and cultures.
- Encourages pupils to reach for the next stage of their own development through progressive mastery of fundamental musical skills.
- Develops confidence and independence in learning through an element of personalisation and choice.
- Develops a number of core life skills which are transferable to many other areas of study and wider life.

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Provides pupils with regular feedback on their work, with clear communication on how to progress further, supported with a success criteria rubric for each topic.
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation of learning to ensure all pupils have equal opportunities for progress and attainment.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development.
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school.
- Utilises student voice through digital forms to allow pupils to offer their opinions and shape their own learning. This in turn allows staff to reflect on lesson planning and adapt lessons to reflect pupils needs.



# Music: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<b>Group Performing</b>	<p><b>How do I successfully work with others in a musical setting to perform as a group?</b></p> <p><b>UAE Link:</b> Explore performances by famous artists who are from the UAE, as well as discussing the diverse musical scene for visiting artists in Dubai.</p>	<ul style="list-style-type: none"> <li>To use our existing skills in performance and apply these to a group setting.</li> <li>Perform in two groups – a full class size group, and a smaller ‘band sized’ group.</li> <li>Learn the key aspects of team-work and apply these in a musical setting.</li> </ul>	<p>We will learn the individual parts of a song and use our critical listening and team-working skills to put these parts together to create a successful group performance.</p> <p><b>Assessment for Learning:</b> Peer Assessment Exit/Entrance Cards Think Pair Share Practice Diaries</p> <p><b>Summative Assessment:</b> Recording of our final performance.</p>	<p>Performing in an ensemble is a critical part of any musicians development, and the opportunity to interact with your peers in this way provides excellent opportunities to enhance skills in communication, leadership and teamwork.</p> <p>Recording our final performances allows pupils to develop essential digital skills.</p>	<p>This <b>builds on our previous unit of work as well as performance skills developed in the primary phase.</b></p> <p>This <b>builds</b> confidence in performing which is not only a key component of music at all stages, but is a key transferable life skill that you can use in many other aspects of life.</p> <p>This <b>provides an opportunity for collaboration</b> between pupils in class, and other expressive arts and digital subjects.</p>	<ul style="list-style-type: none"> <li><b>Project:</b> Record performances and create a virtual concert showcasing our bands.</li> <li><b>Reading:</b> Music and How it Works: The Complete Guide for Kids – Dorling Kindersley</li> <li><b>Further Exploration:</b> Watch and analyse recorded performances by famous artists and explore groups from genres of music not covered in this unit of work.</li> </ul>	<p>Skills Management Creativity Problem Solving Critical Thinking Decision Making</p>
<b>Term 2:</b>	<b>Film Music: Understanding &amp; Composing.</b>	<p><b>What is ‘Film Music’? Can I use my knowledge of compositional techniques to create stylistically appropriate music for a film clip?</b></p> <p><b>UAE Link:</b> Explore music from well known Emirati and Arabic films and the composers of these works.</p>	<ul style="list-style-type: none"> <li>To learn what Film Music is.</li> <li>To learn about the compositional techniques which allow composers to create appropriate music for various types of film scenes.</li> <li>Use our new knowledge of this genre to compose a short piece of film music to accompany a scene.</li> </ul>	<p>We will learn about the composing techniques used by famous film composers, including their use of tonality, tension and motif, and apply this knowledge to a project where we compose a short piece of film music to suit a particular film scene.</p> <p><b>Assessment for Learning:</b> Padlet Forms Quiz Class Quizzes</p> <p><b>Summative Assessment:</b> Final composition for the scene.</p>	<p>Exposing our ears to new sounds is extremely beneficial to our musical development. Dissecting a style and understanding in depth its key components allows us to more fully understand the style and the concepts we are studying.</p> <p>The composing task is an opportunity for pupils to show their creative sides, and hone their compositional skills which are an important element of music education, particularly as pupils move further up the school.</p>	<p>This <b>builds on and progresses pupils skills from previous units of work where we dissect a musical style and learn specific musical concepts and terminology.</b></p> <p>This <b>builds</b> confidence in composing which is a key component of music education at all stages. Importantly it also encourages pupils to show their own creativity, which is a key transferable life skill that you can use in many other aspects of life.</p> <p>This <b>provides an opportunity for collaboration</b> between pupils in class, and other expressive arts and digital subjects.</p>	<ul style="list-style-type: none"> <li><b>Project:</b> Compose a piece of music to match a film scene.</li> <li><b>Reading:</b> Between Music &amp; Medicine – Robert Gupta. (TED Talk)</li> <li><b>Further Exploration:</b> Watch your favourite film, and listen closely to the music! How does the composer create moods and emotions throughout? Can you spot any compositional techniques?</li> </ul>	<p>Understanding Listening Creativity Skills Management Confidence</p>
<b>Term 3:</b>	<b>Jazz &amp; Blues Understanding &amp; Performing</b>	<p><b>How do we define Jazz &amp; Blues and how did these genres help to shape the music which followed?</b></p> <p><b>UAE Link:</b> Explore the history of these genres and artists from the Middle East who were influenced by this music. Explore performances of this music in the local area.</p>	<ul style="list-style-type: none"> <li>To learn about Jazz &amp; Blues music – the key features of each style and their commonalities.</li> <li>To learn about the influence these genres had on music which followed.</li> <li>To perform music from these styles on our chosen instruments.</li> </ul>	<p>Through exploring video, audio and in-person examples of these genres.</p> <p>Learning about the importance of the 12 Bar Blues chord structure and the genres of improvisation in both styles.</p> <p><b>Assessment for Learning:</b> Peer Assessment Show Me Boards Active Listening &amp; Discussion</p> <p><b>Summative Assessment:</b> Summative assessment of musical concepts learned. Performance assessment.</p>	<p>To learn about new styles of music and become familiar with common musical terms and expressions. These terms help us build an understanding of our new topic, but also give us a new vocabulary which will be applicable in other areas when we analyse and research new styles of music in the future.</p> <p>To build confidence in both our listening and performance skills.</p>	<p>This <b>builds on</b> knowledge of musical fundamentals, analytical vocabulary and stylistic awareness.</p> <p>This <b>builds towards</b> development of more advanced awareness of style, history and cultures in music.</p> <p>This <b>provides an opportunity for collaboration</b> between pupils in class, and other expressive arts subjects.</p>	<ul style="list-style-type: none"> <li><b>Project:</b> Using our new knowledge of these genres of music, research a famous piece from these styles and create a presentation analyzing musically what you hear.</li> <li><b>Reading:</b> How To Listen To Jazz Music – Ted Gioia</li> <li><b>Further Exploration:</b> Listen to – ‘The Best Of Jazz &amp; Blues’ Spotify playlist.</li> </ul>	<p>Listening Remembering Understanding Research Performing</p>



# Music: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>I understand how to be a successful member of a musical group.</b>	I can play my own part, but have limited ability to work with a group.	I can play my own part and can use basic team work and listening skills to perform in a small ensemble.	I can play my own part and can use my listening and communication skills to effectively perform as part of a class size group.	I can play my own part and confidently understand how this interacts with the rest of the group. I am comfortable with count ins and performance directions.	I can take a leadership role within the group, and am comfortable directing parts of, or all, of the performance.
<b>I can read and understand music notation, and use this to aid my performances.</b>	I have limited understanding of basic signs and symbols.	I can understand basic signs and symbols.	I can follow music notation relevant to my instrument, and use this to guide my performance.	I can confidently read music notation, including rhythm and directions on staff e.g. Repeats, tempo, dynamics.	I can independently read music on my instruments including all rhythms, pitches and directions. (ABRSM Grade 1 Level)
<b>I can use communication, leadership and teamwork skills to successfully work in a group.</b>	I struggle to work in a group setting.	I am comfortable working as part of a smaller group.	I can communicate and work effectively with my peers in a small group as well as a class setting.	I am comfortable working in a smaller group as well as a class setting and can use a variety of teamwork skills to enhance our work.	I am comfortable working in a group setting to produce a high standard of work and I am confident in taking on leadership roles.
<b>I have the confidence to perform to an audience.</b>	I don't feel comfortable sharing my performances with others.	I can perform confidently to my teacher.	I can perform confidently in front of the class.	I can perform with confidence in front of a wider audience, such as in a wider school setting i.e. a school concert.	I can deliver a performance which displays technical skill, expressive control, stylistic awareness and confidence.
<b>I can use technology to capture my performances and to aid my digital learning.</b>	I have limited understanding of basic music technology.	I understand and recognise basic recording techniques on GarageBand	I can effectively use my knowledge of GarageBand to record a group performance.	I am confident in using GarageBand to record a group performance and can use basic editing techniques to enhance my recording.	I can independently record a group performance and use editing techniques to produce a high quality sound. I can export the audio for use in other media.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>I understand what film music is, and why music is important in film.</b>	Limited understanding of what film music is.	I understand what film music is.	I understand what film music is, and why music is important in film.	I understand what film music is and why music is important in film. I understand the composer's job when writing for film, and how they achieve a sense of emotion or mood in their writing.	I can use appropriate terminology to explain how film composers create emotion and mood to fit a scene, and can research and identify independently pieces of music which fit specific scenes.
<b>I understand compositional techniques used by composers to create interesting music which is appropriate for specific types of film.</b>	I have limited understanding of compositional techniques.	I have some understanding of compositional techniques.	I have good understanding of compositional techniques and can identify examples by ear.	I have good understanding of compositional techniques and can identify examples by ear. I can confidently comment on things like tonality, tension, mood and motif without prompting.	I have independently researched music from a film, and have analysed compositional techniques I have found within.
<b>I can identify by ear compositional techniques used by film composers.</b>	Struggles to identify composing techniques by ear.	Have some ability to identify composing techniques by ear.	I can identify most compositional techniques by ear.	I can confidently identify compositional techniques by ear.	I can analyse a piece of film music, and identify various composing techniques without any prompts from my teacher.
<b>I can apply the knowledge I have learned about film music, and compose my own short piece of music to match a scene from a movie.</b>	I struggle to create my own music.	I can create some music, but it doesn't match the film scene.	I have created a piece of music which uses some composing techniques I have learned about, and the overall style matches the scene from the film.	I have created a stylish piece of music, which uses a variety of film composing techniques and accurately captures the mood of my film scene.	I have created a piece of music which is sophisticated in its use of composing techniques and accurately captures the mood of my scene. I have displayed an advanced level of composing by including more advanced harmony and through the use of motif.

# Physical Education: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Physical Education. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary learning and life skills and to be able to apply them to different concepts to cope within 21<sup>st</sup> century challenges
- Are developed holistically, enhancing thinking, personal, social and physical skills
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing with respect and sportsmanship
- Develop a lifelong love of sport and exercise, understanding how the body works and how to maintain a healthy, active lifestyle
- Are provided with real-world experiences related to the world of sport, health, and exercise
- Build their confidence, motivation and enthusiasm whilst learning to lead
- Develop their physical ability, technique and fitness levels
- Develop knowledge and understanding of a range of sports, activities and other areas of Physical Education included on the GCSE syllabus
- Improve their decision-making skills and ability to apply these in both practice and competition
- Understand how to give effective feedback through analysis and reflective practice, along with the importance of this
- Are developing transferrable skills that can be utilised across a range of subjects and in future life
- Embrace a mindset of resilience and adaptability to cope with a variety of activities and situations

**These aims are realised through our curriculum which:**

- Includes a wide range of sports and activities including Invasion Games, Athletics, Striking and Fielding, Swimming and Sports Education to name a few
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery through exploration, research and application
- Makes links to the UAE, embracing and embedding initiatives and real-world sport and exercise opportunities
- Has a running concept that is not associated with the physical side of the subject but a softer life skill, for example, 'Character Development'
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school

# Physical Education: Year 8 Curriculum



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1A:</b>  <b>Health-Related Fitness</b>	This unit will consider different components of fitness	<b>What are my fitness goals and how can I work towards these?</b>  <b>UAE Link: National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.</b>	<ul style="list-style-type: none"> <li>Understand and link components of fitness and methods of training to develop these</li> <li>Understand fitness testing, set personal goals and devise a plan to achieve them</li> <li>Know how to improve fitness levels and general health through exercise</li> </ul>	Through exploring a range of different methods of training such as circuit training, coordination challenges and fun fitness games, <b>Assessment for Learning:</b> questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, delivery of a planned circuit session to a partner <b>Summative Assessment:</b> Final fitness test lesson including administering tests, questions and data collection and comparison <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how to live a healthy, active lifestyle and ensure that you are equipped with the knowledge and understanding of why this is important and how to achieve it.	This <b>builds on</b> existing knowledge of Health-Related fitness gained in Year 7 based on methods of training.  This <b>builds towards</b> a further understanding of health, exercise and body systems in iGCSE Physical Education  This <b>provides an opportunity for collaboration</b> between Science and Mathematics	<ul style="list-style-type: none"> <li>Design a circuit training session and understand the components of fitness you are developing, adapting this to different scenarios</li> <li>Complete a scenario based coach-client lesson, devising workouts based on specified targets and goals</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Design Thinking</li> <li>Leadership</li> </ul>
<b>Term 1B:</b>  <b>Invasion Games</b>	This unit will explore invasion games with particular focus in football, netball and developing leadership	<b>How can I ensure that I develop my knowledge, leadership and ability in invasion games; within netball and football specifically.</b>  <b>UAE Link: National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.</b>	<ul style="list-style-type: none"> <li>Develop attacking and defending strategies</li> <li>Can officiate peers in a game environment</li> <li>Can Analyse and reflect on performance</li> <li>Develop knowledge of rules of netball and football</li> </ul>	Through exploring a range of challenges, drills, activities and games. Some activities lead by the learner, a peer or a teacher  <b>Assessment for Learning:</b> questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE <b>Summative Assessment:</b> Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays. <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand how to play football and netball. To know the basic rules of the game and develop a love/understanding for the sport. To know how to work as a team, collaborate and communicate with peers. To know the positive impact of teamwork and working together to reach a goal.	This <b>builds on</b> existing knowledge of Invasion Games gained in Year 7 in handball and rugby.  This <b>builds towards</b> a better understanding of the rules of netball and football and developed leadership with peers.  This <b>provides an opportunity for collaboration</b> between Moral Education, PSHE and Social studies.	<ul style="list-style-type: none"> <li>Design a set play for football and netball</li> <li>Create an activity (warm up, drill, conditioned game) for peers to complete in football or netball</li> <li>Join the school Netball or Football squad</li> <li>Join the school Netball or football EnrichME development team</li> <li>Participate in sports out of school/ECAs</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Problem-solving</li> <li>Adaptability</li> <li>Inquiry</li> <li>Research</li> <li>Communication</li> <li>Teamwork</li> <li>Leadership</li> <li>Confidence</li> <li>Sportsmanship</li> <li>Patience</li> <li>Motivation</li> </ul>
<b>Term 2A:</b>  <b>Athletics</b>	This unit will explore the different disciplines of Athletics while providing opportunities to explore and develop leadership skills.	<b>How can the challenges and opportunities we face in athletics help us develop and refine our leadership skills, and how can these skills be applied to other areas of our lives?</b>  <b>UAE Link: How can participation in athletics and the development of leadership skills within the sport contribute to the realization of the UAE's Vision 2021, by promoting personal excellence, fostering teamwork, and nurturing a culture of respect and perseverance?</b>	<b>Athletic Skills:</b> developing abilities in various athletic events, such as sprinting, relay races, shot put, javelin throw, and long jump. You'll also learn about the rules, techniques, and strategies associated with these events. <b>Leadership Skills:</b> explore what it means to be a leader. Learning about qualities like effective communication, teamwork, strategic planning, problem-solving, and decision-making, leadership styles and how to adapt your leadership approach to different situations. <b>Teamwork:</b> work effectively as part of a team, understanding the roles and responsibilities of team members, and how to support and motivate your teammates	Through exploring practical athletic activities, classroom discussions, Sports Day, wider reading, peer feedback, and guidance from your teacher.  <b>Assessment for Learning:</b> Self-Assessment, Peer Assessment, Formative Assessment, Exit Tickets, Rubric-Based Assessment, Performance <b>Summative Assessment:</b> Organize an end-of-unit Athletics Championship where students participate in the athletic events they've been practicing throughout the term. Their performance in these events will form a part of their assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Learning athletics and leadership is crucial. Athletics contributes to students' physical health and well-being by improving their strength, agility, endurance, and coordination	This <b>builds on:</b> existing knowledge of Athletics gained in Year 7  This <b>builds towards:</b> A better understanding of Athletics and the concept of exploring leadership  This <b>provides an opportunity for collaboration:</b> between Moral Education, PSHE and Social studies, Maths and Science.	<ul style="list-style-type: none"> <li>Project-Based Learning: "Leading an Athletics Clinic" - Students could work in teams to plan and execute a mini athletics clinic</li> <li>Wider Reading: "Exploring Leadership in Sports" - Students could read books or articles on leadership within the context of sports.</li> <li>Further Exploration: "Athlete Leadership Interview" - Students could interview each other asking them to share what they have learnt in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Skills</li> <li>Teamwork and Collaboration</li> <li>Strategic Planning</li> <li>Conflict Resolution</li> <li>Communication Skills</li> <li>Decision Making</li> <li>Adaptability</li> <li>Problem-Solving</li> <li>Initiative</li> <li>Responsibility</li> </ul>

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 2B:</b> <b>Aquatics</b>	This unit will explore and develop upon different aquatic disciplines such as water polo, synchronized swimming and water safety	<b>How do I explore, develop and become proficient in aquatic disciplines?</b>  <b>UAE Link:</b> <b>National agenda obesity and healthy lifestyle goals. Water safety initiative.</b>	<ul style="list-style-type: none"> <li>To develop knowledge and demonstrate passing whilst under pressure</li> <li>To demonstrate attacking principles in water polo</li> <li>To understand and demonstrate an egg-beater kick and use it in both synchronized swimming and water polo</li> </ul>	Through exploring different positions using resource cards in synchronized swimming that can be put together into a routine  <b>Assessment for Learning:</b> Questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, Swim England stages and Lifeguard training levels  <b>Summative Assessment:</b> Assessing against swim England stages, and personal survival specification <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To gain insight and develop knowledge on how to save a life in water or deal with an injury, as well as develop additional techniques in a variety of aquatic disciplines.	This <b>builds on</b> knowledge and skills learnt in year 7 on life-saving, water polo, and synchronized swimming.  This <b>builds towards</b> becoming a fully qualified first-aider and junior lifeguard as well as being equipped with the skills to compete in different aquatic disciplines.  This <b>provides an opportunity for collaboration</b> between science and PE	<ul style="list-style-type: none"> <li>Analyse techniques using video analysis in different aquatic disciplines.</li> <li>Design a routine and tactic for attacking strategies in water polo</li> <li>Create a resource to help build a routine in synchronized swimming.</li> <li>Create a scenario for peers to assess danger in and around the pool</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 3A:</b> <b>Striking and Fielding</b>	In this unit we will explore the sport of rounders. We will explore and range of skills such as catching, throwing, batting, fielding and tactical knowledge	<b>How can I ensure that I develop my knowledge of leadership through rounders?</b>  <b>UAE Link:</b> <b>National agenda of reducing obesity levels</b>	<ul style="list-style-type: none"> <li>To identify when to select the appropriate catching technique</li> <li>To apply the correct catching technique depending on the situation</li> <li>To be able to explore leadership skills by acting as a coach and giving effective feedback</li> <li>To identify two different types of throws</li> </ul>	Through exploring a range of different skills that are needed to be a competent performer in rounders  <b>Assessment for Learning:</b> Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks <b>Summative Assessment:</b> Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with the rules and regulations of rounders and develop the skills needed to be a competent performer in rounders. To gain an understanding that importance of leadership and that it is a life skill.	This <b>builds on</b> from the knowledge of striking and fielding activities in year 7.  This <b>builds towards</b> GCSE sporting options and competing in the competitive DASSA league  This <b>provides an opportunity for collaboration</b> between PE and science	<ul style="list-style-type: none"> <li>Design a fitness circuit that would benefit a professional rounders player</li> <li>Analyse peer's performance and provide feedback on how they could improve</li> <li>Create an effective warm up for rounders players</li> <li>Take part in rounders ECAs</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
<b>Term 3B:</b> <b>Sports Education</b>	In this unit students will develop transferrable skills such as collaboration and teamwork	<b>How can working as a team and understanding other's viewpoints improve success?</b>  <b>UAE Link:</b> <b>Intercultural relationships, character and morality in Moral Education, combatting obesity</b>	<ul style="list-style-type: none"> <li>To develop an understanding of team cohesion and effective collaboration whilst taking leadership roles</li> <li>To develop teamwork, leadership and communication skills</li> <li>To understand self-awareness and contribution towards a team goal</li> <li>To enhance knowledge and understanding of volleyball skills, tactics and rules</li> <li>To increase knowledge of different roles and opportunities within sport</li> <li>To understand the importance of role models and develop role model behaviours.</li> </ul>	Through exploring a range of different roles in sport you will gain an understanding of what it means to be a fitness coach, a sports analyst, or an official  <b>Assessment for Learning:</b> Questioning, peer assessment, self-assessment, class and group discussions, teacher observations, ME in PE <b>Summative Assessment:</b> Final gameplay lesson involving full use of rules, tactics, teamwork and roles in the game. Student umpires for matches as well as final match points <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To be familiar with the opportunities involved in sport, not just athlete or participant, but other roles and career paths that can be taken, developing the skills needed for these roles. To be able to develop transferrable skills such as communication, collaboration and teamwork, in a sporting environment that can be taken to other subjects across school or the wider world. To understand the effectiveness of working with others on a project and how to be successful in this.	This <b>builds on</b> conceptual knowledge from Year 7 Sports Education unit  This <b>builds towards</b> further improving these skills in future years, subjects and areas of life  This <b>provides an opportunity for collaboration</b> between Innovation and Enterprise, Media, Moral Education	<ul style="list-style-type: none"> <li>Design a unique logo for your team including a team name</li> <li>Design a team identity, market this team in a variety of ways and work towards gaining bonus points for creativity</li> </ul>	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Leadership Ethical Conduct and Sportsmanship

# Physical Education: Year 8 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Physical Me</b> <b>Physical skills; ball control and precision in passing, shooting, catching and in a range of sporting activities. Strength and endurance in terms of fitness related activities, agility, coordination, balance and stability. Spatial awareness and application of skills in pressurised and competition situations.</b>	I am able to perform using a few of these skills in a limited way.	I am able to perform using some of these skills in a sound manner.	I am able to perform using most of these skills in an effective manner.	I am able to perform using the majority of these skills in a proficient manner in a variety of sports.	I am able to perform using all these skills in an exemplary manner in a range of sports.
<b>Social Me</b> <b>Social skills; teamwork and communication skills including speaking and listening with different people. Ability to work in pairs, small groups, larger groups and teams. Collaboration and leadership, understanding different roles and how to fulfil these. Feedback and technique refinement.</b>	I am able to work with others using a few of these skills in a limited way.	I am able to work with others using some of these skills in a sound manner.	I am able to work with others using most of these skills in an effective manner.	I am able to work with others using the majority of these skills in a proficient manner in a variety of sports.	I am able to work with others using all these skills in an exemplary manner in a range of sports.
<b>Thinking Me</b> <b>Thinking skills; problem solving and decision-making skills, critical and creative thinking based on different situations. Reflection and self assessment. Developing knowledge of rules of different sports and tactical and strategic awareness and application. Performance analysis.</b>	I am able to apply a few of these skills in a limited way.	I am able to apply some of these skills in a sound manner.	I am able to apply these most of these skills in an effective manner.	I am able to apply the majority of these skills in a proficient manner in a variety of sports, applying correct vocabulary.	I am able to apply all these skills in an exemplary manner in a range of sports, applying correct vocabulary consistently.
<b>Personal Me</b> <b>Personal skills; safety and injury prevention, self-discipline, motivation and perseverance, resilience, confidence. Sportsmanship and fair play. Reflection and emotional management.</b>	I am able to apply a few of these skills in a limited way.	I am able to apply some of these skills in a sound manner.	I am able to apply these most of these skills in an effective manner.	I am able to apply the majority of these skills in a proficient manner in a variety of sports, providing accurate reflection.	I am able to apply all these skills in an exemplary manner in a range of sports, providing accurate and detailed reflection.



# Science: Curriculum Ambition



**Horizon International School's pupils are bright and able young people who enter KS3 with an enthusiasm for Science and are good thinkers and explorers of Sciences. Our curriculum aims to build and develop a wide range of skills to ensure they are:**

- Engaged and eager to explore all aspects of Science to become the future thinkers for the modern world
- They are passionate about the exploration of Science and are encouraged to pursue a career in Science
- To develop a range of scientific skills and competencies, including experimental design, data analysis, and practical laboratory skills.
- To promote awareness of environmental and ethical issues related to science and to develop responsible attitudes towards the use and application of scientific knowledge.
- To develop teamwork is often encouraged as a means of promoting collaborative learning and developing important skills such as problem-solving, critical thinking, and communication.
- To promote cross-curricular links and transferable skills
- To provide a broad and balanced education in Science

**These aims are realised through our curriculum which:**

- Includes a wide range of topics including Ecology, Earth Science, Genetics, Expanding Universe, Materials
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through links to recent developments and discoveries
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate



# Science: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Respiration</b>	we will explore the vital process of respiration and its significance in living organisms.	<b>What are the mechanisms and importance of respiration in living organisms?</b>  <b>UAE Link:</b> <b>Dubai 30x30 and how we can maintain a healthy life</b>	<ul style="list-style-type: none"> <li>Investigate the process of respiration, including the exchange of gases (oxygen and carbon dioxide) in organisms.</li> <li>Explore the different types of respiration, such as aerobic and anaerobic respiration, and understand their energy production and waste products.</li> <li>Examine the role of respiration in providing energy for cellular activities and the functioning of organisms.</li> <li>Understand the practical applications and adaptations related to respiration in various organisms</li> </ul>	Through engaging in experiments, demonstrations, and class discussions, students will actively discover and understand the intricate process of respiration  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	To understand why respiration is crucial as it provides a foundation for comprehending the energy needs of organisms and the fundamental process of sustaining life	This <b>builds on</b> your existing knowledge about living organisms from KS2  This <b>builds towards</b> gaining a deeper understanding of respiration for Year 9, KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Food tech	<ul style="list-style-type: none"> <li>Analyze the process of respiration: Investigate the mechanisms and chemical reactions involved in respiration, including gas exchange and energy production</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Food and nutrition</b>	we will explore the essential aspects of food and its significance in maintaining a healthy lifestyle.	<b>What are the key components and importance of a balanced diet?</b>  <b>UAE Link:</b> <b>Dubai 30x30 and how we can maintain a healthy life</b>	<ul style="list-style-type: none"> <li>Investigate the different food groups and their nutritional composition, including carbohydrates, proteins, fats, vitamins, and minerals.</li> <li>Explore the role of nutrients in providing energy, supporting growth and development, and maintaining overall health.</li> <li>Examine the importance of a balanced diet in preventing nutrient deficiencies and promoting optimal physical and mental well-being.</li> <li>Understand the practical applications of food choices and dietary habits in maintaining a healthy lifestyle</li> </ul>	Through engaging in experiments, demonstrations, and class discussions, students will actively discover and understand the vital role of food and nutrition in our lives  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding food and nutrition is crucial as it provides a foundation for comprehending the importance of a balanced diet in maintaining good health	This <b>builds on</b> your existing knowledge about a healthy diet from KS2.  This <b>builds towards</b> gaining a deeper understanding of nutrition in KS4 and the greater impact of climate change.  This <b>provides an opportunity for collaboration</b> between science and food tech	<ul style="list-style-type: none"> <li>Analyze the nutritional composition of different food groups: Investigate the nutrients present in carbohydrates, proteins, fats, vitamins, and minerals and their roles in the body.</li> <li>Apply knowledge of food and nutrition to personal dietary choices: Use understanding of balanced diets to make informed decisions about food choices and their impact on health</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 3:</b> <b>Microorganisms</b>	we will delve into the fascinating world of microorganisms and their significance in various aspects of life.	<b>What are microorganisms and how do they impact our world?</b>  <b>UAE Link:</b> <b>How UAE combats the spread of diseases in the country?</b>	<ul style="list-style-type: none"> <li>Explore the diversity and characteristics of microorganisms, including bacteria, viruses, fungi, and protists.</li> <li>Investigate the roles of microorganisms in various ecosystems, such as nutrient cycling, decomposition, and symbiotic relationships.</li> <li>Examine the impact of microorganisms on human health, both positive (e.g., beneficial gut bacteria) and negative (e.g., disease-causing pathogens)</li> </ul>	Through engaging in experiments, observations, and class discussions, students will actively discover and understand the intricate world of microorganisms  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding microbiology is crucial as it provides a foundation for comprehending the role of microorganisms in ecosystems, human health, and various scientific disciplines	This <b>builds on</b> your existing knowledge about organisms on the world kingdoms learnt in KS2  This <b>builds towards</b> gaining a deeper understanding of microorganisms covered in KS4  This <b>provides an opportunity for collaboration</b> between Science and food safety.	<ul style="list-style-type: none"> <li>Analyze the diversity and characteristics of microorganisms: Investigate the different types of microorganisms and their unique features, including bacteria, viruses, fungi, and protists.</li> <li>Examine the roles of microorganisms in ecosystems and human health</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Periodic table</b>	we will explore the fascinating world of elements and their organization.	<b>What is the Periodic Table and why is it important in understanding matter?</b>  <u>UAE Link:</u> <b>The importance of the chemical industry to the UAE economy</b>	<ul style="list-style-type: none"> <li>Investigate the structure and organization of the Periodic Table, including the arrangement of elements based on their atomic number and properties.</li> <li>Explore the concept of chemical symbols and atomic structure, including the number of protons, neutrons, and electrons in an atom.</li> <li>Understand the periodic trends, such as atomic size, electronegativity, and reactivity, and their implications in chemical reactions.</li> <li>Recognize the practical applications of elements in everyday life, industry, and technology</li> </ul>	Through hands-on experiments, demonstrations, and class discussions, students will actively engage in learning about the Periodic Table and its significance  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding the Periodic Table is important as it provides a foundation for comprehending the properties and behavior of elements, chemical reactions, and the organization of matter	This <b>builds on</b> your existing knowledge about elements and matter from KS2  This <b>builds towards</b> gaining a deeper understanding of atoms and elements covered in KS4  This <b>provides an opportunity for collaboration</b> between <b>Science</b> and Maths	<ul style="list-style-type: none"> <li>Analyze the structure and organization of the Periodic Table: Investigate the arrangement of elements based on their atomic number and properties, and understand the significance of periods and groups</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Combustion</b>	we will explore the fascinating process of burning and its relevance in various contexts	<b>What is combustion and why is it important to understand?</b>  <u>UAE Link:</u> <b>Impact of burning fossil fuels in the UAE and the effect on the environment</b>	<ul style="list-style-type: none"> <li>Investigate the process of combustion, including the chemical reactions involved and the conditions required for ignition.</li> <li>Explore different types of combustion, such as complete and incomplete combustion, and their implications in terms of energy production and environmental impact.</li> <li>Understand the role of oxygen as a reactant in combustion and the concept of the fire triangle.</li> <li>Recognize the practical applications of combustion in everyday life, including energy generation, cooking, and transportation</li> </ul>	Through hands-on experiments, demonstrations, and class discussions, students will actively engage in learning about combustion and its significance  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding combustion is important as it provides a foundation for comprehending the release of energy from fuel	This <b>builds on</b> your existing knowledge about fire and the fire triangle.  This <b>builds towards</b> gaining a deeper understanding of chemical reactions in KS4 and the greater impact of climate change.  This <b>provides an opportunity for collaboration</b> between Geography and Chemistry	<ul style="list-style-type: none"> <li>Analyze the process of combustion: Investigate the chemical reactions involved in burning and understand the conditions required for ignition.</li> <li>Explore different types of combustion: Examine the differences between complete and incomplete combustion and understand their impact on energy production and environmental pollution</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
<b>Term 1:</b> <b>Light</b>	we will explore the fascinating properties and behaviors of light and its significance in our daily lives.	<b>What is light and why is it important to understand?</b>  <b>UAE Link:</b> <b>Exploring the affect light pollution has on the environment</b>	<ul style="list-style-type: none"> <li>Investigate the nature of light, including its characteristics as a form of electromagnetic radiation and its behavior as both a particle and a wave.</li> <li>Explore the properties of light, such as reflection, refraction, and dispersion, and understand how they contribute to phenomena like color, image formation, and optical illusions</li> </ul>	Through hands-on experiments, demonstrations, and class discussions, students will actively engage in learning about light and its significance  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment – making a cell model <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding light is important as it provides a foundation for comprehending how we perceive the world, the behavior of electromagnetic radiation, and the applications of light-based technologies	This <b>builds on</b> your existing knowledge about light from KS2.  This <b>builds towards</b> gaining a deeper understanding of light in KS4 iGCSE and A Level  This <b>provides an opportunity for collaboration</b> between Art, ICT and Maths	<ul style="list-style-type: none"> <li>Analyze the nature of light: Investigate the properties of light as both a particle and a wave and understand its characteristics as electromagnetic radiation</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 2:</b> <b>Earth and Space</b>	we will explore the wonders of our planet and the vastness of the universe.	<b>What can we discover about Earth and the universe?</b>  <b>UAE Link:</b> <b>UAEs mission to Mars and the success of first Arab astronaut in space</b>	<ul style="list-style-type: none"> <li>Investigate the structure and composition of the Earth, including its layers, landforms, and geological processes.</li> <li>Explore the movements of the Earth, such as rotation, revolution, and the tilt of its axis, and understand their effects on seasons, day and night, and the length of a year</li> </ul>	Through engaging lessons, observations, and discussions, students will actively explore the mysteries of Earth and space  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> end of unit assessment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Understanding Earth and space is important as it provides insights into our place in the universe, the geological processes shaping our planet, and the dynamics of celestial bodies	This <b>builds on</b> your existing knowledge about space in KS2  This <b>builds towards</b> gaining a deeper understanding of space and celestial bodies in KS4  This <b>provides an opportunity for collaboration</b> between Geography and Chemistry	<ul style="list-style-type: none"> <li>Explore the movements of the Earth: Understand the effects of rotation, revolution, and the tilt of the Earth's axis on seasons, day and night, and the length of a year</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
<b>Term 3:</b> <b>Electricity</b>	we will explore the fascinating world of electrical circuits and the principles of electricity.	<b>What can we discover about Electricity?</b>  <b>UAE Link:</b> <b>How does UAE generate electricity and its mission to produce more renewable energy</b>	<ul style="list-style-type: none"> <li>Investigate the properties and behavior of electrical charges and their role in generating electric current.</li> <li>Explore the components of an electric circuit, including conductors, insulators, switches, and resistors.</li> <li>Learn about the relationship between voltage, current, and resistance in Ohm's Law</li> </ul>	Through hands-on experiments, demonstrations, and discussions, students will actively engage in learning about the behavior and applications of electricity  <b>Assessment for Learning:</b> questioning, peer and self-assessment, class discussion and feedback <b>Summative Assessment:</b> final project with assignment <b>This assessment will assess how effectively students have developed their understanding of the topic</b>	Through these activities, students will develop a deeper understanding of electricity, its principles, and practical applications. They will also gain skills in designing and constructing electrical circuits, data analysis, and scientific inquiry.	This <b>builds on</b> your existing knowledge about electricity from KS2  This <b>builds towards</b> gaining a deeper understanding of electricity covered in KS4  This <b>provides an opportunity for collaboration</b> between Science and ICT.	<ul style="list-style-type: none"> <li>Analyze the properties and behavior of electrical charges: Investigate the behavior of positive and negative charges, the concept of electric fields, and their role in generating electric current</li> </ul>	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation



# Science: Year 8 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Knowledge and Understanding</b>	Recall and accurately use scientific terminology related to respiration. Recall and accurately use scientific terminology related to food and nutrition. Recall and accurately use scientific terminology related to microorganisms.	Identify and describe the key components and processes involved in respiration.  Identify and describe the key nutrients, such as carbohydrates, proteins, fats, vitamins, and minerals.  Identify and describe different types of microorganisms, such as bacteria, viruses, fungi, and protozoa.	Demonstrate a foundational understanding of cellular respiration and its role in energy production.  Demonstrate a foundational understanding of food and nutrition and their importance for health and well-being.  Demonstrate a foundational understanding of microorganisms and their characteristics.		
<b>AO2</b> <b>Application of Knowledge and Understanding:</b>		Recognize the importance of respiration in providing energy for cellular activities. Recognize the importance of a balanced diet and the impact of dietary imbalances on health. Recognize the importance of microorganisms in human health, industry, and ecological processes.	Interpret diagrams and models to understand the structures and functions of cellular components involved in respiration. Interpret food labels and dietary guidelines to make informed choices about food consumption. Interpret diagrams and models to understand the structure and life cycles of microorganisms.	Apply knowledge of respiration to explain the conversion of organic compounds into usable energy. Apply knowledge of food and nutrition to explain the roles and functions of different nutrients in the body. Apply knowledge of microorganisms to explain their roles in various ecosystems and environments.	
<b>AO3</b> <b>Analysis, Evaluation, and Synthesis of Skills:</b>		Analyze and interpret experimental data related to respiration rates and factors affecting respiration. Analyze and interpret nutritional information, such as food composition tables and dietary surveys. Apply knowledge of food and nutrition to make healthy and balanced food choices. Analyze and interpret experimental data related to the growth and behavior of microorganisms	Evaluate the impact of environmental factors, such as temperature and substrate availability, on respiration. Demonstrate an understanding of the importance of aerobic and anaerobic respiration in different organisms. Evaluate the nutritional value of food choices and meal plans based on individual or population needs. Evaluate the impact of microorganisms on human health, including disease-causing microorganisms. Demonstrate an understanding of the significance of microorganisms in nutrient cycling and environmental sustainability.	Apply knowledge of respiration to understand the connection between respiration and the release of carbon dioxide in the carbon cycle.  Recognize ethical considerations related to food production, labeling, and advertising.  Recognize safety considerations and appropriate procedures when working with microorganisms.  Apply knowledge of microorganisms to understand their applications in biotechnology, such as fermentation and genetic engineering.	Recognize ethical considerations related to the use of organisms in respiration research Apply critical thinking skills to analyze and propose solutions for respiration-related challenges or potential applications. Apply critical thinking skills to analyze and propose strategies for promoting healthy eating habits and addressing food-related challenges. Apply critical thinking skills to analyze and propose solutions for microorganism-related challenges, such as disease prevention and control.
<b>AO4</b> <b>Experimental Skills, Investigation, and Scientific Communication:</b>	Participate in simple experiments and investigations to observe and study respiration.  Participate in simple experiments and investigations to explore the nutritional content of foods. Participate in simple experiments and investigations to observe and study microorganisms.	Use basic laboratory techniques and equipment to collect data related to respiration rates.  Use basic measurement techniques and equipment to analyze food samples for nutrient content. Use basic laboratory techniques and equipment to culture and observe microorganisms.	Communicate scientific observations and findings about respiration using appropriate scientific language and formats.  Communicate scientific observations and findings about food and nutrition using appropriate scientific language and formats.  Communicate scientific observations and findings about microorganisms using appropriate scientific language and formats.		

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Knowledge and Understanding</b>	Recall and accurately use scientific terminology related to the periodic table. Recall and accurately use scientific terminology related to combustion.	Identify and describe the key elements and their properties.  Identify and describe the components and conditions necessary for combustion to occur.	Demonstrate a foundational understanding of the periodic table and its organization.  Demonstrate a foundational understanding of combustion and its key principles.		
<b>AO2</b> <b>Application of Knowledge and Understanding:</b>		Apply knowledge of combustion to explain the process of burning and the release of energy.	Recognize the importance of the periodic table in classifying elements and understanding their relationships. Recognize the importance of combustion in various contexts, such as energy production and everyday life.	Interpret the information presented in the periodic table, including atomic number, atomic mass, and element symbols.	Apply knowledge of the periodic table to predict and explain the behavior and trends of elements.  Interpret combustion reactions and equations to understand the chemical changes involved.
<b>AO3</b> <b>Analysis, Evaluation, and Synthesis of Skills:</b>		Recognize safety considerations and appropriate procedures when working with elements and their compounds. Recognize safety considerations and appropriate procedures when working with combustion reactions.	Apply knowledge of the periodic table to explain the formation of compounds and their properties. Analyze and interpret data related to the properties and trends of elements in the periodic table. Apply knowledge of combustion to explain the functioning of combustion engines and heating systems.	Demonstrate an understanding of the connections between elements and their applications in everyday life, industry, and technology.  Evaluate the significance of periodic trends, such as atomic radius, electronegativity, and ionization energy.  Evaluate the impact of combustion on the environment, such as the production of pollutants.  Demonstrate an understanding of the importance of efficient and clean combustion for sustainability.	Apply critical thinking skills to analyze and propose solutions for problems related to elements and their properties.  Analyze and interpret experimental data related to combustion, including heat release and combustion efficiency. Apply critical thinking skills to analyze and propose solutions for combustion-related challenges, such as alternative energy sources and emission reduction strategies.
<b>AO4</b> <b>Experimental Skills, Investigation, and Scientific Communication:</b>	Participate in simple experiments and investigations to observe and study combustion reactions.	Participate in simple experiments and investigations to explore the properties of elements.  Use basic laboratory techniques and equipment to measure and analyze combustion products.	Communicate scientific observations and findings about elements using appropriate scientific language and formats.  Communicate scientific observations and findings about combustion using appropriate scientific language and formats.	Use basic laboratory techniques and equipment to observe and analyze element behaviors.	

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>AO1</b> <b>Knowledge and Understanding</b>	Demonstrate a foundational understanding of light and its properties. Demonstrate a foundational understanding of electricity and its principles.	Recall and accurately use scientific terminology related to light. Demonstrate a foundational understanding of space and astronomical phenomena. Recall and accurately use scientific terminology related to electricity.	Identify and describe the key concepts related to light, such as reflection, refraction, and the electromagnetic spectrum. Identify and describe key components of the universe, such as planets, stars, galaxies, and the solar system.  Identify and describe key concepts related to electricity, such as electric circuits, conductors, insulators, and electrical components.	Recall and accurately use scientific terminology related to space and astronomy.	
<b>AO2</b> <b>Application of Knowledge and Understanding:</b>		Apply knowledge of light to explain the behavior and interactions of light waves. Apply knowledge of space to explain the formation and evolution of celestial bodies. Apply knowledge of electricity to explain the behavior and properties of electric circuits.	Interpret diagrams and models to understand the phenomena of reflection, refraction, and dispersion. Interpret diagrams and models to understand the structure and dynamics of the universe. Interpret circuit diagrams and symbols to understand the flow of electric current.	Recognize the importance of light in vision, optics, and various technological applications. Recognize the importance of space exploration and research in expanding our understanding of the cosmos.	Recognize the importance of electricity in various applications and technologies.
<b>AO3</b> <b>Analysis, Evaluation, and Synthesis of Skills:</b>	Recognize safety considerations and appropriate procedures when working with light sources and optical devices. Recognize safety considerations and appropriate procedures when working with electricity.	Apply knowledge of light to understand the functioning of optical devices, such as lenses and mirrors. Apply knowledge of space to understand the phenomena of gravity, orbits, and celestial motion. Evaluate the effects of different variables on the behavior of electric circuits. Demonstrate an understanding of the relationship between energy and electrical power.	Analyze and interpret experimental data related to the properties and behavior of light waves. Demonstrate an understanding of the role of light in color perception and the formation of images. Analyze and interpret astronomical data, such as observations of planetary movements or stellar spectra. Analyze and interpret experimental data related to electrical measurements, such as voltage, current, and resistance.	Evaluate the effects of different materials and surfaces on the reflection and refraction of light.  Evaluate the impact of space exploration on scientific advancements and our understanding of the universe.  Demonstrate an understanding of the connections between space and our everyday lives, technology, and the environment.  Apply knowledge of electricity to understand the functioning of electrical devices and systems.	Apply critical thinking skills to analyze and propose solutions for challenges related to light, such as improving lighting efficiency or developing optical technologies. Recognize ethical considerations related to space research and exploration. Apply critical thinking skills to analyze and propose solutions for challenges related to space exploration and understanding. Apply critical thinking skills to analyze and propose solutions for challenges related to electricity, such as energy efficiency or electrical safety measures.
<b>AO4</b> <b>Experimental Skills, Investigation, and Scientific Communication:</b>	Use basic measurement techniques and equipment to collect data related to light and its interactions. Participate in simple experiments and investigations to observe and study electrical phenomena.	Participate in simple experiments and investigations to observe and study the properties and behavior of light. Use basic measurement techniques and equipment to collect data related to electricity.	Communicate scientific observations and findings about light using appropriate scientific language and formats. Communicate scientific observations and findings about space using appropriate scientific language and formats.	Communicate scientific observations and findings about electricity using appropriate scientific language and formats.	

# UAE MSC: Curriculum Ambition



**Horizon International School's pupils are ambitious individuals who enter the Moral, Social, and Cultural Studies with an inquisitive mind and eagerness to understand the world around them. Our curriculum aims to ensure that they:**

- Develop a deep understanding of moral values and principles, social norms, and cultural diversity to become responsible and considerate global citizens.
- Engage in critical thinking to analyze and evaluate moral dilemmas, social issues, and cultural beliefs.
- Cultivate empathy and compassion towards others irrespective of cultural or social backgrounds.
- Foster communication skills that enable effective and respectful dialogue on moral, social, and cultural issues.
- Build an appreciation for the rich tapestry of cultures around the world and the social constructs that bind communities together.
- Understand the ethical implications of their choices and actions in an increasingly interconnected world.
- Reflect on the historical and contemporary contexts that shape societal norms, values, and cultures.
- Empower themselves with knowledge and skills to actively contribute positively to society and promote inclusivity.
- Develop a sense of responsibility and commitment towards community service and social causes.

**These aims are realized through our curriculum which:**

- Encompasses a wide array of topics including ethics, community, cultural diversity, social responsibility, human rights, and global citizenship.
- Is structured in a manner that promotes an interdisciplinary approach, allowing students to see the interconnectedness of moral values, social structures, and cultural traditions.
- Encourages active engagement, discussions, and reflections on real-world issues and scenarios to foster critical thinking and problem-solving skills.
- Ensures progression and adaptation according to the diverse needs of the students to foster a comprehensive understanding.

**These aims are also implemented through data, assessment, reporting, moderation, and student voice which:**

- Acknowledges the significance of students' commitment, participation, and perspective in learning and understanding the moral, social, and cultural aspects of life.
- Provides regular, constructive feedback to students on how they can deepen their understanding and engagement, supported with a success criteria rubric for each topic.
- Collects and analyses data to guide curriculum planning, intervention strategies, and adaptations for meaningful learning experiences.
- Offers detailed reports to parents and through parent-teacher consultations to discuss students' progress, strengths, and areas for improvement.
- Engages in regular moderation activities to ensure consistent standards and evaluation criteria across the department.
- Employs student feedback to continually refine and improve the curriculum and teaching practices.
- By immersing students in the study of moral values, social norms, and cultural diversity, we aim to equip them with the knowledge and skills to contribute positively to society and embrace the diverse world in which we live.





# UAE MSC: Year 8 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project-Based Learning/Wider Reading/Further Exploration	Learning Skills
<b>Term 1:</b>	<b>Term 1 - Unit 1: Individual Responsibilities, Duties, and Moral Obligations</b>	<p><b>What are our responsibilities and duties as individuals, and how do they relate to moral obligations?</b></p> <p><b>UAE Link:</b> Understand cultural expectations in the UAE regarding responsibilities and duties.</p>	<ul style="list-style-type: none"> <li>Understand the concepts of duties and responsibilities</li> <li>Learn about the duties and responsibilities of parents, children</li> <li>Discover moral rules and imperatives governing behaviour.</li> </ul>	<p>Through discussions, case studies, role-playing.</p> <p><b>Assessment for Learning:</b> Role-playing, discussions, presentations.</p>	<p>To understand the role of individual responsibilities and duties in society and develop moral reasoning.</p>	<p>Civics, Ethics.</p> <p><b>This builds on:</b> Basic societal values and norms.</p> <p><b>This builds towards:</b> Developing civic sense and ethical values.</p>	<p>Create a community service project; Research and compare responsibilities and duties in different cultures.</p>	<p>Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking</p>
<b>Term 2:</b>	<b>Term 2 - Unit 2: Making Better Decisions</b>	<p><b>How can individuals make informed decisions for personal safety and well-being?</b></p> <p><b>UAE Link:</b> Understand safety measures and guidelines in the UAE.</p>	<ul style="list-style-type: none"> <li>Learn about staying safe at home and outside</li> <li>Respond to harmful situations; Understand basic first aid</li> <li>Learn about protection against crimes and thinking about crime.</li> </ul>	<p>Through simulations, discussions, first aid demonstrations.</p> <p><b>Assessment for Learning:</b> Simulations, first aid practice, discussions.</p>	<p>To develop skills and knowledge to make informed decisions for personal safety and well-being.</p>	<p>Health Education, Safety Education.</p> <p><b>This builds on:</b> Basic knowledge of personal safety.</p> <p><b>This builds towards:</b> Becoming responsible citizens aware of safety and well-being.</p>	<p>Develop a personal safety plan; Organize a first aid workshop for the community.</p>	<p>Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience</p>
<b>Term 3:</b>	<b>Term 3 - Unit 3: East Asia</b>	<p><b>What is the historical and cultural significance of East Asia?</b></p> <p><b>UAE Link:</b> Understand the historical and cultural ties between East Asia and the UAE.</p>	<ul style="list-style-type: none"> <li>Learn about the geography of East Asia</li> <li>Study engineering, civilization, technology, science, and medicine in ancient China</li> <li>Explore spreading cultures in China and Southeast Asia</li> <li>Understand culture through art in China and Korea's Renaissance.</li> </ul>	<p>Through maps, historical texts, documentaries.</p> <p><b>Assessment for Learning:</b> Research papers, presentations, map quizzes.</p>	<p>To understand the historical and cultural significance of East Asia and its impact on the world.</p>	<p>History, Geography, Cultural Studies.</p> <p><b>This builds on:</b> Basic historical and geographical knowledge.</p> <p><b>This builds towards:</b> Understanding global history and cultural diversity.</p>	<p>Research and present on an East Asian civilization; Explore cultural ties between East Asia and the UAE.</p>	<p>Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience</p>

# UAE MSC: Year 8 Success Criteria



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
<b>Understand and differentiate between various moral obligations and responsibilities</b>	Unable to differentiate between moral obligations and responsibilities.	Shows basic understanding but confuses some moral obligations and responsibilities.	Clearly differentiates between various moral obligations and responsibilities.	Shows deep understanding and can give relevant examples for each.	Expertly differentiates and explains nuances between various moral obligations with real-world applications.
<b>Explore the geography, history, and culture of East Asia</b>	Little to no understanding of geography, history, and culture of East Asia.	Basic knowledge but has difficulty making connections or explaining features.	Demonstrates good understanding of geography, history, and culture of East Asia.	Displays a detailed understanding and can make connections between features.	Comprehensive and insightful understanding with ability to analyze features in a global context.
<b>Develop an understanding of the concept of moderation</b>	Unable to explain or understand the concept of moderation.	Shows basic understanding but has difficulty explaining the importance of moderation.	Demonstrates good understanding of the concept of moderation and its importance.	Shows deep understanding and can discuss the implications of moderation in various contexts.	Expertly explains the concept of moderation and critically analyzes its role in societal wellbeing.
<b>Engage in group discussions and activities to explore diversity and community roles</b>	Does not engage or contribute meaningfully in group discussions or activities.	Participates but contributions lack depth or understanding of diversity and community roles.	Actively engages in discussions and activities, demonstrating understanding of diversity and community roles.	Contributes valuable insights and facilitates discussions on diversity and community roles.	Leads discussions and activities with critical insights, demonstrating expertise in diversity and community roles.
<b>Create and present a project on East Asian culture or history</b>	Project lacks depth and understanding of East Asian culture and history.	Project shows some understanding but is lacking in depth or clarity.	Creates a well-structured project that demonstrates understanding of East Asian culture and history.	Creates an in-depth and insightful project, demonstrating extensive research.	Creates an exceptional project that demonstrates expert understanding and critical analysis.

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**EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS**