

KS3 Curriculum Handbook: Year 8









Academic Year 2025-26





Everyone Counts

Everyone Contributes

Everyone Succeeds





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Introduction

At Horizon International School, we aim to ensure that all students have a broad, balanced and relevant education which provides continuity, progression and takes individual differences into account. We focus not only on the acquisition of knowledge, but the development of the learning skills that are fundamental to success in a fast-paced and fast changing world. Our curriculum reflects our belief that *challenge for all* and *inclusivity* are not mutually exclusive ideas.



Our Secondary Curriculum draws upon the best elements of the English National Curriculum, combined with the breadth of subjects which are appropriate to an international school in Dubai. The curriculum we offer is unique to HIS; it has been crafted by the expertise of our subject specialists and evolves year upon year as we continue to strive to be *the best at getting better*.

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 they can responsibly embrace the diverse challenges of tomorrow. Through our curriculum we strive for interconnectedness; making strong links between subjects and disciplines whilst understanding that relationships are key to success.



Across many of our subjects students will build upon the strong foundations of knowledge and skills developed in KS1 and KS2, whilst also having the opportunity to experience specialist subjects introduced at KS3. Our KS3 curriculum builds towards our KS4 and 5 pathways (GCSE, A-Level), with these smooth transitions developing academically successful, well-rounded learners that are able to access their first-choice university or career path.



The purpose of this document is to ensure that both students and parents have access to the big picture of learning in the secondary school, with overviews of curriculum content and success criteria for each subject. This clarity enables students to take responsibility for their learning whilst ensuring that even as student independence and agency increases, parents remain a crucial and intrinsic part our students' learning journey.

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KS3 Curriculum: A3



Year 7: FutureTech

FutureTech helps you become confident with technology so you can use it in smart and creative ways. You'll learn how to organise your digital world, design and share multimedia projects, and explore how AI can support your learning in a safe and ethical way. The goal is to make you a responsible and creative digital citizen who can problem-solve and work with others.

FutureTech is about giving you the skills you'll need for the future – in school, in work, and in life – so you're ready to succeed in an increasingly digital world.





Year 8: Global Connections

Global Connections is all about exploring the world we live in and how people, places, and cultures are connected. You'll look at identity, history, geography, and your own experiences as part of a global community. We'll think about big issues like sustainability, cooperation, and how the world is changing.

This subject helps you understand different perspectives, think critically, and see how you can play a part in building a fairer, more sustainable future.

Year 9: Learner Intelligence

Learner Intelligence helps you understand how your brain works, how you learn best, and how to manage your emotions along the way. You'll practise skills like thinking about your own thinking, staying focused, and building resilience when things get tough.

This subject is about becoming a more confident, mindful learner so that you can do your best in school now and set yourself up for success in GCSEs, A Levels, and beyond.





These 3 new, unique and innovative subjects are part of the HIS A³ Curriculum, which aims to provide consistent opportunities for our students to develop the Agency, Adaptability and Positive Attitudes that we know will support them in school and beyond.

KS3 Curriculum: A3 – Year 8 Global Connections



	w	hat Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	
-	Who Am I? Exploring Identity	Global Festivals and Traditions	Explore personal and collective identity and how it is shaped by culture, heritage, and migration.	Through discussions, case studies, collaborative	To develop an appreciation of identity, heritage, and culture -	
Unit 1: Identity and	What Shapes Culture?	Exploring Heritage and Legacy within Migration	Understand the UAE as a meeting place of cultures and its role in promoting tolerance and respect. Investigate how global trade, economies, food,	projects, and creative activities such as mapping cultural influences, exploring traditions, and	both personal and global. By learning this, students will become more open-minded, respectful, and prepared to thrive	
	The UAE: A Meeting Place of Cultures	Tolerance and Respect in Action	and traditions connect societies. • Reflect on their own place in a global classroom	comparing global perspectives. Students will	in diverse communities such as the UAE, while gaining the critical awareness needed to live and work in an interconnected world.	
Cultur	Global Food Trade	Our Global Classroom	and consider what it means to be a responsible global citizen.	learn through stories, research, role-play, and reflection tasks.		
ri	The Global Economy	Reflection: My Global Identity				
	Understanding the SDGs	The Global Waste Crisis	Understand the United Nations Sustainable Development Goals (SDGs) and why they matter.	Through project-based learning, research tasks, group discussions, and hands-on sustainability activities. Students will analyse case studies, explore UAE-led initiatives,	To build the knowledge, skills, and values needed to live responsibly in a changing world. This unit empowers students to see themselves as active agents for sustainability — capable of making positive contributions locally and globally.	
Unit	Causes & Impacts of Climate Change	Biodiversity Matters	Explore the causes and impacts of climate change, with a focus on UAE sustainability initiatives.			
2	UAE Sustainability Initiatives	Technology & Sustainability	Investigate global challenges around resources such as water, food, energy, and waste.			
Sustainability	Young Inventors for Change	Youth Voices for Change	Appreciate the importance of biodiversity and the role of technology in creating sustainable solutions.	and take part in creative projects such as designing inventions, campaigns, or		
2	Global Resources: Water, Food, Energy	Sustainable Futures Project	Amplify youth voices for change and design a Sustainable Futures Project to showcase ideas for a better world.	models for a more sustainable future.		

KS3 Curriculum: A3 – Year 8 Global Connections



What	Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links
Global Challenges Today	Digital Citizenship	 Understand key global challenges facing the world today, including conflict, inequality, and 	Through debates, case studies, group	To develop the knowledge,	This builds on students understanding of their global
Who Helps? Global Organisations	Globalisation: Positives & Negatives	Explore the role of global organisations and the UAE in promoting peace, tolerance, and cooperation. Develop an awareness of human rights and children's rights, and how these apply to everyday life. Learn what it means to be a responsible digital citizen in an interconnected online world. Consider the positives and negatives of globalisation and how countries work together.	projects, role-play simulations (e.g., mock UN), and research tasks. Students will also engage in collaborative	empathy, and critical thinking skills needed to navigate global issues responsibly. This learning will prepare students to become thoughtful, informed citizens who can contribute positively to their communities	This builds towards developing a greater understanding of themes
The UAE on the World Stage	Global Cooperation in Action				such as conflict, cooperation, tolerance, rights and governance
Peace and Tolerance	What Makes a Good Global Citizen?		discussions and reflective exercises to apply their learning to real-world		This provides an opportunity to link learning to extra-curricular activities such as Model United Nations as well as Science.
Human Rights & Children's Rights	Global Citizenship Charter	contribute to creating a Global Citizenship Charter.	situations.	and to the wider world.	Humanities and Social Studies

	Books and Stories	Documentaries and Films	Interactive Resources and Websites	Enrichment Ideas
Exploring Further	If the World Were a Village – David J. Smith (global population and diversity). The Boy at the Back of the Class – Onjali Q. Rauf (migration, empathy, citizenship). I Am Malala: Young Readers Edition – Malala Yousafzai (education, activism, rights). The Breadwinner – Deborah Ellis (children's rights and resilience in conflict). Culture Map (Young Readers Edition) – Erin Meyer (cultural differences). Young Heroes: Inspiring Stories of Kids Who Are Making a Difference – Kelly Milner Halls. The Future We Choose – Christina Figueres, Tom Rivett-Carnac The Spirit Level: Why Equality is Better for Everyone - Richard Wilkinson, Kate Pickett Factfulness – Hans Rosling	Human (2015, Yann Arthus-Bertrand) – stories of identity and shared humanity. He Named Me Malala – education and children's rights. Before the Flood (National Geographic) – environmental challenges. Inside the United Nations (UN shorts/explainers). My Octopus Teacher (Netflix) – human connection to the natural world. National Geographic Kids – global traditions, food, and cultures.	UNICEF – Rights of the Child resources. Amnesty International – Human rights education packs. UNESCO World Heritage – Explore heritage sites virtually. BBC Bitesize – Globalisation, citizenship, and cultural studies. National Geographic Kids – Migration, culture, environment. Common Sense Media – Digital citizenship & online safety. UAE Ministry of Tolerance & Coexistence – Tolerance initiatives.	Create a family "cultural map" showing heritage and traditions. Research and present the work of a global organisation (e.g. UNICEF, Red Crescent). Take part in a mock UN debate on climate change or global cooperation. Keep a reflective journal comparing global festivals and traditions. Design a "Global Citizenship Charter" for your class or school.

Arabic A

طلاب مدرسة هورايزون الدولية هم من الشباب اللامعين والقادرين، الذين غالبا 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 الفصيحة.
- بناء أساس وحصيلة لغوية متينة واكتساب المعرفة الثقافية والفهم للبلدان الناطقة باللغة العربية ، بما في ذلك تاريخها وتقاليدها و عاداتها.
- اكتساب وتطويرمهارات اللغة العربية الأربع لدى الطلاب، وتمكينهم من المشاركة في المحادثات والمناقشات والمناظرات حول مواضيع مختلفة. وسيشجع ذلك على المشاركة النشطة ويوفر فرصًا 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 لتطويرمهارات التفكير النقدى لديهم.

سيتم تحقيق أهداف مناهجنا الدراسية من خلال:

- مجموعة من الأنشطة ، مثل أنشطة اللغة التفاعلية داخل الصف، والقراءة ، وكتابة المقالات ، والعروض التقديمية الشفوية ، وممارسة اللغة الفصيحة في التحدث مع الأخرين.
 - 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 والموسيقا والفن، وذلك تعزيزًا 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 مسبقا ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار داخل القسم والمدرسة الثانوية

Year 8 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Learning Skills
نص البي: قصة قصيرة (الزهان) نص شعري (قوة العلم) نص كتابي: نص معلوماتي (العلم سلاح ذو حدين) قصة خارجية: تتحدث عن الطموح	ان يقرأ المتعلم نصوصًا متنوعة ويخللها ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية	كيف تصبح إنسانا ذا الله يساخلك على المدة عليه؟ وما الذي يساخلك على المدة والمدارات المدة ال	التدرب على النصوص الخارجية (قراءة وفهم مقروء) وكيفية تحليلها وتحليل) وتحليل) 2-نص سردي خارجي (قراءة وتحليل) 3- شعر مكون من أبيات بسيطة (قراءة وتحليل) 4- نص إرشادي أو نص آخر وتحليل) 5- كتابة تلخيص للنص السردي.	http://www.almaany.com/ar/dict/ar -ar/ 1- استراتيجية التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان النص 2- استخدام الرابط الموجود بالأعلى للبحث عن معاني الكلمات الصعبة 3-ترك زمن محدد في الحصة للقراءة الصامتة. - استراتيجية المناقشة والحوار حول المقال عامة - أعمق فهمى استنتاج (الأفكار خصائص كل نص الأدلة التي ساقها الكاتب في كل نص) من النماذج الموجودة (المقارنة). الستخدام استراتيجية سكتر في صياغة أستلة الناقد. - نشاط إبداعي عن طريق كتابة نصا من إبداعك موظفا عناصره - نشاط التحدي عن طريق المقارنة بين نص موظفا عناصره - نشاط التحدي عن طريق المقارنة بين نص	عدد المتعلم الخصائص الفنية التي تميز النص موضحا ما يتميز به. 4.1.2.267 يخلل المتعلم نصًا نثريًا ورواية، قصة قصيرة، مسرحية) إلى عناصره موضحًا فكرته ،كانتا عنه، مستخدمًا التقانة في نشر ما كتبه عبر مواقع التواصل الاجتماعي على الشيكة المعلوماتية.	يشي لدي الطالب عار الهدة والطموح وبذل ما يمكن بذله الرصول إلى أعلى اللهب غير ممكند على هذا أو ذلك، أو غير ممكند على ويوي الشخصية لدى الطالب، وتحدل المدووليات منذ الصغر	Critical thinking Creativity Collaboration Problem- solving Adaptability Inquiry Research Design Thinking

Year 8 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?
تص أدبي: القول ما قلت حام إعراب المثنى وجمع المذكر المشي وجمع المذكر المسلم أعطني النابي وغن المبنى والمعرب كتابة النص التقسيري المتوماني التن حبوانا اليقا معلوماني المعطوف عليه المعطوف عليه وعن حبوانك المغطوف عن المغطوف عليه أماناء	أن يقرأ المتعلم نصوصًا متنوعة ويخللها ويقيّمها، ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم جديدين الفكرة المحورية، والرسائل المتضمنة في الأعمال الأدبية	ما ثا تسمى االملكات التي امتكها عرب الصحراء المحث عن أمثلاة من تازيخ العرب عرفوا بالقطنة والذكاء كيف تهتم الإمارات في تطوير مهارات الطنبة ؟ هل تعتبر نولة الإمارات بينة آمنة ومكان مناسب لتربية الحيوانات ؟	- أن يحدد الطلاب الدلالات الإيحائية والمجازية في النصوص النصوص أن ينثر الطلاب النص - الشعري في صورة. أن يعرب المتعلم المثنى - وجمع المذكر والمؤنث السالمين إعرابا صحيحا. الرئيسية والأفكار الفرعية في النص.	البحث في موقع المعاني لتفسير البحث في موقع المعاني لتفسير المفردات. http://www.almaany.com/ar/dict/ar-ar/ القاعدة: توظيف الأساليب الخبرية والإنشائية. 1- يتم عرض فيديو حول موضوع ومناقشة الطلاب فيه. 2- القراءة الصامتة والحوار والعصف الذهني حول ما جاء والحوار والعصف الذهني حول ما جاء القصة.	3.1.2.2 عبد المتعلم الخصائص الفنية التي تميز يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يتميز به كل يحلل المتعلم نصًا نثريا (قصة قصيرة - يحلل المتعلم نصًا نثريا (قصة قصيرة - رواية، مسرحية) إلى عناصره الفنية، موضحًا فكرته، كاتبًا تلخيصًا عنه، مستخدمًا التقانة في نشر ما كتبه عبر مواقع التواصل الاجتماعي على الشبكة المعلوماتية.
استماع لکلت یوم آکل اللور الأبیش			أن يميّز المتعلم بين الفعل المبني والمعربأن يستخدمهما كتاباته		

Year 8 Curriculum: Arabic A



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links
Tem3: الغرق بين القصة والزواية نص مطوماتي عن الصحراء نص استماع عن النعام رواية الواد الذي عاش مع النعام الرس قواعد النحو العبني للمجهول كتابة نص إقناعي	- أن يحلل المتعلّم (القصة) إلى عناصرها الفنية أن يكتب تلخيصًا عن القصة موضحًا فكرتها يستخدم المواقع الاجتماعية للنشر.	ما المشترك بين البيئة الإماراتية والبيئة التي وردت في النص؟	1.3.2 أن يقرأ المتعلم نصوصًا متنوعة ويحُللَها ويقتمها، ويدمج الفكر المقدمة فيها؛ لبناء معرفة وفهم والرسائل المتضمنة في الأعمال المتضمنة في الأعمال أن يحدد المتعلم جوانب معينة في النصوص الأدبية ويفهمها ويحلل الختيار الكلمات والاساليب الأدبية المناسية لنصوصهم. 1.2.2 أن يحدد المتعلم الفكر الرئيسية والرسالة والتفاصيل المسائدة التي تسهم في أن يحدد المتعلم الفكر الرئيسية والرسالة والدوس المقدمة في توضيح الأدبية.	البحث في موقع المعاني لتفسير المفردات. http://www.almaany.com/ar/dict/ar-ar/ 1- استراتيجية التعليم المباشر: عن طريق السؤال والجواب بما يوحيه عنوان المقال. 2- عرض فيديو والتعليق عليه من الطلاب. 2- القراءة الصامتة للمقال مع مراعاة 3- استراتيجية المناقشة والحوار حول 4- أعمق فهمي عن طريق تقسيم الطلاب الناقد. 4- أعمق فهمي عن طريق تقسيم الطلاب التعاوني ودقة الإجابات وسرعة الانجاز مع التحفيز لهم وتقوم كل مجموعة بمهمة المقال (الأفكار – الصور الجمالية – الكاتب المقال (الأفكار – الصور الجمالية – الكاتب وحياته - الأدلة التي ساقها – نقد المقال	يصف المتعلم مدى انسجام الجمل والفقرات والرسوم البيانية في معلوماتي مع البناء العام للنص، والمفاهيم. والمفاهيم. 1.1.3G7 بعد تحليله المعلومات الصريحة بعد تحليله المعلومات الصريحة مثل إحصاءات وأرقام ومواقف مثل إحصاءات وأرقام ومواقف يفسر المتعلم الكلمات والمصطلحات والعبارات في والمعلوماتية بما في ذلك المعاني معلوماتية بما في ذلك المعاني الدلالية.	eic الرحدة تعزز لدى الطلب اهبية الصبر والقائل مهما كانت الطروف، فالفوف والبراع والتشاوم كلها لا تقيد الإنسان بل تضره وتقبط من عزيمتك,

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Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
مهارة القراءة يحدد الفكر الرئيسة أو الرسالة العاسة، والدروس المستفادة من النصوص.	يحدد المعنى الإجمالي للنص، موضحا الفكر الرئيسة	يحدد المعني الإجمالي للنص، موضحا الفكر الرئيسة، ومفسرا كلمات النص الشعري.	يتعرف تقنيات السرد والوصف والحوار في الكتابة القصصية، معيز ابينها.	يعلل استخدام اللغة المجازية والمعالى الدلالية للكلمات في النص الأدبي.	يقارن بين نصين أنبيين(قتيم/جنيث) يشتركان في موضوع و احد من حيث اللغة و الأسلوب.
مهارة الكتابة يكتب نصوصا تعبر عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية، من خلال مراحل الكتابة.	يكثب نصا سرديا محددا أغراض الكتابة.	يكتب سيرة ذاتية أو تصوصاً سردية تشتمل على الشخصيات الرئيسة والثانوية والحبكة والمسراع والحل مستخدما تقنيات الحوار والسرد والوصف.	وكانب تصوصنا تضير ية(وصف حقار نة مقابلة شرح - مشكلة وحل) ليعرض وجهة نظر د، مقدما أدلة مقدة.	يكتب استجابات شخصية للنصوص الأدبية التي يغروها، مظهرا تضيرا وتحليلا لأبعاد النص	يكانب نصوصا إقاعية، مقدما وجهة نظر في قضية أو موضوع، مذعومة باللة داعة.
مهارة التحدث يعرض نصا مطوماتها باشكال مرتية، وياستخدام الوسائط المتحدد	يقدم عرضا تقديميا عن وجهة نظر شخصية.	يقدم عرضا تقديميا معلوماتها بطرائق واضعة ومنطقية، موظفا الكلمات المذاسية، معتمدا على تتوع الجمل الثغوية التي تداسب الموقف، مظهر ا فهمه للموضوع، مستخدما التقد العربية الفسيعة	يعد وينشئ قصة ويقدمها مستخدما عناصر القصة الأسلسية، ومبرزا المكان والحبكة، ومستخدما اليات الكلام المتضمنة: ضبط التنفيم ووضوح الصوت والإتصال البصري	يقدم المتحلم متعاونا مع زميل له عرضنا تقديميا عن تطور الأحداث في قصة مقررة، مبنيا رايه، وذاعما له بالأطة	يستخدم مستقلا محتويات وسائل الإعلام الرقمي، والرسومات المرتبة الليانات لمناقشة حادثة تاريخية.
مهارة الاستماع يحدد مضمون النص المسموع، والفكرة الرئوسة، والأفكار الفرعية، ويحال المادة المسموعة، محدد العلاقات بين أجزاء النص، مفاضلا بين الأراء.	يخمن معالي الكلمات غير المعروفة في التصن المسموع.	يخمن معاني الكلمات غير المعروفة في النص المسعوع، محددا الإيمامات والإشارات وتعييرات الوجه التي وظفها العتحدث لتلبية المعاني والأحاسيس.	يحدد معالي العبار أث الواردة في النص المسموع، والرسائل المضمنة.	يحلل المادة المسموعة كالمقال، محتنا العلاقات بين أجزاه اللمن، مقاضلا بين الأراه.	يستمع إلى نص وتضمن أراء متعدد عن موضوع وتصل بقضية لجثماعية سوطلية. إنسائية موازنا بين أراه المتحدثين مبديا رأيه بصراحة وموضوعية.
مهارة القراعد يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما صمعيحا.	يتعرف القعل المبلي للمجهول والقعل المبلي المعلوم، وتاتب الفاعل . يحول القعل المبلي للمعلوم إلى ميني المجهول.	يحول القعل المبني للمجهول إلى مبنى للمعلوم، ويعربه، ويوظفه في جمل من عنده. يتعرف ناتب الفاعل، ويعربه، ويوظفه في جمل من عنده.	يحول القعل العبني المجهول إلى مبني المعلوم، ويعربه، ويوظفه في جمل من عنده يتعرف ذلتب الفاعل، ويعربه، ويوظفه في فقرة, يتعرف الفعل الصحيح والفعل المعتل، وعلامات نصب وحزم القعل المصارع يتعرف المفعول المطلق، وكيفية صياعته، وإعرابه يتعرف المفعول فيه، ويعربه، ويوظفه.	يحول القعل المبني للمجهول إلى مبني للمعلوم، ويعربه، ويوظفه في جمل من عنده. يتعرف ناتب القاعل، ويعربه، ويوظفه. يتعرف القعل الصحيح والفعل المعتل، وعلامات لصحب وجزم الفعل المعمل عندان. يتعرف المفعول المطلق، وكيفية صبياعته، وإعرابه	يحول الفعل الديني المجهول إلى مبنى المعقرم، ويعربه، ويوطله في جمل من عند يتعرف القعل الصحيح والقعل المحل، وعلامات نصب وجزم القعل الصحيح والقعل المحل، وعلامات نصب يتعرف المغمول المطلق، وكيفية صياغته، وإعرابه يتعرف المغمول المطلق، وكيفية صياغته، وإعرابه

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Arabic B



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. This will encourage active participation and provide opportunities for students to express their opinions and ideas in Arabic
- Explore a range of authentic Arabic texts, such as literature, news articles and poems,. This will enhance their language skills while exposing them to different genres and styles of Arabic writing
- . 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 realized 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. Teachers can
 provide guidance on effective study strategies, use self-assessment tools, and assign projects or research tasks that require independent learning and exploration
- 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

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	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
term 1.1 weather	Students will learn how to describe the weather in the four seasons. They will practice: Identifying summer, winter, spring, and autumn. Describing temperature, activities, food and drinks, and clothing for each season in the UAE and their home country. Comparing weather patterns and seasonal activities between countries. Using adjectives and descriptive language to discuss weather conditions. Expressing opinions and preferences about different seasons.	How can I describe the weather for each season clearly, including temperature, activities, and clothing? How can I compare the weather and seasonal activities in the UAE and my home country? How does the weather influence daily life, food, drinks, and clothing choices?	I can analyze seasonal weather patterns and identify how they affect daily life, activities, and clothing. I can evaluate the suitability of activities, clothing, and foods for each season and justify my opinions. I can create a seasonal guide that describes weather conditions, activities, clothing, and food/drinks for each season. I can compare seasonal patterns and lifestyle adaptations between countries and reflect on their impact. I can design visual charts, infographics, or posters showing the weather, activities, clothing, and foods for each season.	Learning vocabulary and expressions related to weather, seasons, temperature, clothing, and activities. Reading and analyzing weather reports, seasonal guides, and cultural comparisons. Participating in discussions, comparisons, and brainstorming activities about seasonal weather. Using critical thinking and collaboration to create visual representations and seasonal summaries.	Develop the ability to describe and compare weather and seasons clearly. Understand how climate affects daily life, activities, food, and clothing. Improve reading, writing, speaking, and listening skills. Apply critical thinking and creativity in analyzing and presenting seasonal information. Build awareness of cultural and environmental differences in weather patterns.	English / Language: Reading, writing, speaking, and listening about weather and seasons. Science / Geography: Understanding climate, temperature, and seasonal changes. Cultural Studies: Comparing seasonal lifestyles and activities between countries. Critical Thinking & Collaboration: Analyzing patterns, comparing data, and presenting findings. Cross-Curricular Links: Linking language skills with science, geography, and cultural awareness.	Project Based Learning: Students can create seasonal posters, infographics, or charts showing temperature, activities, clothing, and food/drinks for each season. Wider Reading: Students can read weather reports, seasonal articles, or watch weather-related videos. Further Exploration: Students can interview family or friends about seasonal preferences and activities in the UAE and their home country.	Critical Thinking: Analyze weather patterns and seasonal impacts. Collaboration: Work with peers to compare and discuss seasonal differences. Communication: Present information about seasons and weather clearly. Creativity: Design visual charts or posters about seasons, activities, and clothing. Self-Management: Organize and present seasonal information effectively.
term 1.2 Trips	Students will learn how to describe trips, both domestic and international, focusing on France. They will practice: Identifying types of trips: domestic (inside France) and international. Describing activities for each season in France. Listing appropriate clothing for different seasons. Highlighting famous places and landmarks in France. Expressing opinions and preferences about trips and activities.	How can I describe trips and travel activities clearly for each season? How can I explain and justify my preferences for domestic or international trips? How do seasonal changes in France affect activities, clothing, and sightseeing?	I can analyze trips in France and identify activities, clothing, and landmarks suitable for each season. I can evaluate different trips and activities and explain my preferences with reasoning. I can plan and write a travel itinerary or guide for trips in France, including activities, clothing, and famous landmarks. I can present a travel plan to peers, describing trips, seasonal activities, clothing, and sightseeing spots. I can compare domestic trips within France and international trips, reflecting on their benefits and challenges.	Learning vocabulary and expressions for trips, seasons, activities, clothing, and landmarks. Reading and analyzing travel guides, itineraries, and cultural resources. Participating in discussions, brainstorming, and collaborative planning of trips. Using critical thinking and collaboration to design travel guides, comparisons, and presentations.	Develop the ability to describe and plan trips clearly. Understand how seasons affect activities, clothing, and sightseeing, improve speaking, listening, reading, and writing skills. Use critical thinking and creativity in planning and presenting trips. Build awareness of cultural and seasonal differences in travel.	English / Language: Reading, writing, speaking, and listening about travel and activities. Geography / Social Studies: Understanding locations, seasons, and cultural landmarks. Critical Thinking & Collaboration: Comparing trips, planning itineraries, and discussing preferences. Cross-Curricular Links: Linking language skills with geography, cultural studies, and tourism.	Project Based Learning: Students can create travel posters, charts, or digital itineraries for trips in France, showing seasonal activities and landmarks. Wider Reading: Students can read travel blogs, guides, or watch travel videos about France. Further Exploration: Students can interview family or friends about trips they took to France or other countries and present findings.	Critical Thinking: Analyze trips, seasonal activities, and landmarks. Collaboration: Work with peers to compare trips and plan itineraries. Communication: Present travel plans clearly and persuasively. Creativity: Design visual guides or digital presentations for trips. Self-Management: Organize and plan travel information effectively.

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	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
term 2.1 "Arab Tourism"	students will learn how to describe a trip to an Arab country. They will practice: Identifying some Arab capitals. Describing flight details, including departure time, arrival, and airport experience. Explaining accommodation and weather conditions in the destination country. Describing tourist activities, local foods, and traditional clothing. Writing a personal travel report about a trip to an Arab country.	How can I describe a trip to an Arab country, including flight, accommodation , and activities? How can I explain the cultural experiences, local foods, and clothing of Arab countries? How can I write a clear and engaging travel report about an Arab country?	I can analyse flight schedules, weather, and tourist activities to plan a trip effectively. I can evaluate different travel experiences, including accommodation, local foods, and activities, and justify my preferences. I can present a travel experience orally, describing flights, accommodation, weather, and tourist activities clearly. I can compare travel experiences between different Arab countries and reflect on cultural similarities and differences. I can design visual posters, charts, or digital presentations illustrating a trip to an Arab country, including flights, activities, foods, clothing, and landmarks.	Learning vocabulary and expressions for flights, accommodation, weather, activities, foods, and clothing. Reading and analysing travel guides, itineraries, and cultural articles. Participating in discussions, brainstorming, and collaborative planning of trips. Using critical thinking and collaboration to create travel reports, comparisons, and presentations.	Develop the ability to plan and describe trips clearly. Understand cultural experiences, local foods, clothing, and tourist activities. Improve speaking, listening, reading, and writing skills. Apply critical thinking and creativity in analyzing and presenting travel experiences. Build awareness of cultural and geographic diversity within the Arab world.	English / Language: Reading, writing, speaking, and listening about travel and tourism. Geography / Social Studies: Understanding Arab countries, capitals, and cultural landmarks. Critical Thinking & Collaboration: Planning trips, comparing experiences, and discussing preferences. Cross-Curricular Links: Linking language skills with geography, cultural studies, and tourism.	Project Based Learning: Students can create travel posters, charts, or digital presentations showing trips to Arab countries, including activities, foods, clothing, and landmarks. Wider Reading: Students can read travel blogs, guides, or watch videos about tourism in Arab countries. Further Exploration: Students can interview family or friends about trips to Arab countries and present findings.	Critical Thinking: Analyse flight schedules, weather, activities, and landmarks. Collaboration: Work with peers to compare travel experiences and plan itineraries. Communication: Present travel plans and reports clearly and persuasively. Creativity: Design visual guides or digital presentations about trips. Self-Management: Organize and present travel information effectively.
Term 2.2 Shopping	Students will learn how to connect shopping with travel experiences, focusing on a trip to India. They will practice: Planning shopping during a visit to India. Describing famous products, their quality, and prices. Comparing product prices between India and another country. Expressing opinions and giving shopping advice. Using adjectives to describe products accurately.	How can I plan and describe a shopping trip during travel? How can I compare product quality and prices between countries? How can I give recommendations and advice for shopping abroad?	I can analyse products, their quality, and prices to make informed shopping decisions. I can evaluate the value of different products and justify my opinions and recommendations. I can create a shopping plan or guide for a trip to India, including products, quality, prices, and comparisons. I can present a shopping plan or report to peers, describing products, prices, and giving advice. I can compare shopping experiences in India and another country, reflecting on value, quality, and prices. I can design visual charts, infographics, or digital presentations showing products, prices, and quality comparisons.	Learning vocabulary and expressions for products, quality, prices, and shopping. Reading and analysing shopping guides, travel blogs, and product reviews. Participating in discussions, brainstorming, and collaborative planning for shopping trips. Using critical thinking and collaboration to create shopping plans, comparisons, and presentations.	Develop the ability to plan and describe shopping trips clearly. Understand product quality, pricing, and cultural shopping differences. Improve speaking, listening, reading, and writing skills. Apply critical thinking and creativity in planning and presenting shopping experiences. Build awareness of cultural and economic differences in shopping abroad.	English / Language: Reading, writing, speaking, and listening about shopping and travel. Geography / Social Studies: Understanding destinations, cultural products, and markets. Critical Thinking & Collaboration: Comparing products, planning shopping trips, and discussing preferences. Cross-Curricular Links: Linking language skills with geography, culture, economics, and travel.	Project Based Learning: Students can create shopping guides, charts, or digital presentations showing products, prices, quality, and comparisons for a trip to India. Wider Reading: Students can read travel blogs, product reviews, or watch videos about shopping in India. Further Exploration: Students can interview family or friends about shopping experiences abroad and present findings.	Critical Thinking: Analyze products, prices, and quality for informed decisions. Collaboration: Work with peers to compare products and plan shopping trips. Communication: Present shopping plans and advice clearly. Creativity: Design visual guides or digital presentations about products and prices. Self-Management: Organize and present shopping information effectively.

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Year 8 Curriculum: Arabic B



	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
Term 3 Money and Currency	Students will learn how to manage money and track monthly expenses. They will practice: Listing product prices and monthly expenditures. Understanding bank statements and tracking income and expenses. Learning months of the year, currencies, and budgeting. Managing monthly costs for essentials such as food, transportation, car, and fuel. Planning a personal monthly budget effectively.	How can I plan and manage my monthly expenses effectively? How can I use a bank statement to track income and spending? How can I make informed decisions about budgeting for essentials and discretionary spending?	I can analyse my monthly income and expenses to identify spending patterns. I can evaluate my spending decisions and justify adjustments to my budget. I can create a detailed monthly budget plan, including product prices, essentials, and discretionary spending. I can present a financial plan or report to peers, explaining my budgeting decisions and expenses. I can compare costs of essential items across months and reflect on how to optimize spending. I can design visual charts, infographics, or spreadsheets to track expenses, bank statements, and budgets.	Learning vocabulary and expressions related to money, currencies, months, and expenses. Reading and analysing bank statements, price lists, and budgeting resources. Participating in discussions, brainstorming, and collaborative budgeting exercises. Using critical thinking and collaboration to plan budgets, track expenses, and present findings.	Develop the ability to plan and manage personal finances. Understand currency, monthly expenses, and budgeting principles. Improve speaking, listening, reading, and writing skills through financial contexts. Apply critical thinking and creativity in financial planning and decision-making, Build awareness of financial responsibility and practical money management.	English / Language: Reading, writing, speaking, and listening about finances, products, and budgeting. Mathematics / Financial Literacy: Calculating expenses, budgeting, and understanding currencies. Critical Thinking & Collaboration: Planning and evaluating budgets, comparing costs, and discussing financial decisions. Cross-Curricular Links: Linking language skills with mathematics, economics, and personal finance.	Project Based Learning: Students can create monthly expense charts, spreadsheets, or digital budgets showing income, expenses, and savings. Wider Reading: Students can read articles about budgeting, personal finance, or watch videos on money management. Further Exploration: Students can interview family or friends about their budgeting habits and present findings.	Critical Thinking: Analyse expenses and make informed financial decisions. Collaboration: Work with peers to compare costs and plan budgets. Communication: Present financial plans and explain spending choices clearly. Creativity: Design visual guides, charts, or spreadsheets for budgeting. Self-Management: Organize and manage personal finances effectively.

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Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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)	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 form context and knowledge of topic, but also from the reader's own knowledge of the language itself
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)	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.
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)	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
Evalute his speaking and converse about a number of familiar topics and discuss them with a high level of accuracy and clarity. (speaking skill)	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 and Design



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, with 21st 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, new styles and trends emerging in 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 realized 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 21st century skills and techniques.
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approach 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.

Year 8 Curriculum: Art and Design



	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Further Exploration	Learning Skills
Term 1:	Mapping Fine Art: Mapping	To be able to recognized local environment and be able to produce a finish mixed outcome inspired by the world around them. Cultural social Moral Education Perspective from around the world. Cultures and societies we live in	To identify shapes and patterns from a map, to abstract and image. To understand the creative process by artists such as Hockey and Laura Jordan To be able to create own compositions from memory or a digital reference. To be able to show skills such as stippling, scumbling, layering, blending and sgraffito with oil pastels.	Through exploring the work of Hockey and Laura Jordan. By looking at maps and arial views. Assessment for Learning: How have you comminuted you identify through your outcome? How have you used composition in your photography. How have you developed your use of colour to portray your identity inspired by the Artist Michael Craig Martin. Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with artist and styles to incorporate into your own original artwork. To be understand how to use your own like to develop your artwork	This builds on observational skills and use of own research to inform a personal and meaningful outcome. This builds towards independence and use of contextual knowledge and being able to communicate the idea through the artwork. This provides an opportunity for collaboration between brands and their own ideas.	Analyse Design Creating Making Artist research	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Problem solving Resilience
Term 2:	Junkbots. 3D design- To make a 3D collage using assemblage techniques	How can you make Art using reclaimed products to become a sustainability artist. Cultural social Moral Education Perspective from around the world. Sustainability linking to the Dubai Government.	To develop original ideas being inspired by the shapes and textures of the pre used recycled materials. To get inspiration from Artists who have also used recycled products such as Jen Hardwick To be brave and take creative risks through experimentation. To draw from observation. To develop your knowledge of joining methods and assembling products together. To evaluate the processes of assembling and has it worked creatively.	Through exploring artists and designers. Students will learn through exploring ways to create art from responding to the world around them. Using recycled products found in everyday life to create miniature robots. Assessment for Learning: How have the materials you have sourced created line, form and texture and shape to your robot. How successful are your joining methods. How have you used the artist ideas to inform your own creativity. Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To understand how to respond to the world around you. To develop ways to become creative with recycled products. To develop your understanding of how you can be a sustainable artist. To be brave and take creative risks with your miniature robot.	This builds on fine motor skills. Building on the form shape textures. 2D to 3D translations of ideas. This builds towards creative independence as each outcome may be different depending on the student's material sources. This provides an opportunity for collaboration to share ideas and reflect on mistakes made to improve.	Artist Research Analyse Design Creating Making	Critical thinking Creativity Collaboration Problem-solving Adaptability Research Innovation Design Thinking
[erm.]:	Under the Sea Textiles Sewing and Paints.	To Create a Textiles wall hanging inspired by under the Sea. Cultural social Moral Education Perspective from around the world. Cultures and societies we live in. How we see the world around us.	To understand how pattern is embedded in the world around us. To understand how the resist technique works using wax. To develop resilience and independence on the sewing machine. To understand how to construct a bag with a pocket (challenge)	Through exploring cultural patterns and researching what a repeat pattern is. Assessment for Learning: How have you responded to the world around you and cultural references to inform your own original design Have you used a consistent pattern using the resist technique? Is your bag construction accurate with 1cm S.A to ensure quality when using the sewing machine. Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To gain insight into how artist use the world around them to inform their own original ideas. To build on prior knowledge of use the sewing machine and decorative stitched in their tote bag design.	This builds on independence and use of the sewing machine. Knowledge of pattern and how it can be created using a motif. This builds towards becoming an independent problem solved building resilience and patience. Using batik and embracing mistakes made into your own original ideas. This provides an opportunity for collaboration between student's cultural backgrounds a teamwork when using the sewing machines.	Analyse Design Creating Making	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Resilience

Year 8 Success Criteria: Art and Design



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
AO1 Develop Ideas	Limited or superficial connections to artists, designers, or cultural references. Research lacks depth or is copied rather than personal. Struggles to show development of a theme or concept over time. Ideas are repetitive, vague, or not clearly linked to the chosen theme	Make clearer links between your work and chosen artists/designers. Show how your own ideas are developing rather than just copying research. Add more depth by explaining why an artist or theme inspires you. Try to show a variety of starting points before deciding on one direction.	Research is relevant and clearly linked to the theme. Ideas show influence from artists and designers, with some personal interpretation. Development is logical, showing progress from initial ideas to more focused concepts. Connections between research and own work are clear, though not always deeply explored.	Research is insightful, extensive, and clearly linked to the theme. Ideas are original, personal, and show strong conceptual development. Connections between artists' work and own ideas are sophisticated and critically considered. Development shows creativity, innovation, and progression beyond basic expectations.	Research is sophisticated, thorough, and highly relevant to the theme. Ideas are highly original, creative, and conceptually ambitious. Connections between artists/designers and own work are insightful, critically evaluated, and go beyond what is expected for age. Development demonstrates innovation, experimentation, and mature conceptual thinking.
AO2 Refine work	Minimal evidence of experimentation with materials, techniques, or processes. Limited exploration of alternatives; work often stops at the first idea. Weak control of chosen media; outcomes look unfinished or lack care. Refinement is accidental rather than intentional.	Experiment more with different materials and techniques to see what works best. Push ideas further by testing out alternative compositions or colour choices. Improve control of your media through practice and refinement. Use feedback and self-reflection to make purposeful changes to your work.	A range of materials, techniques, and processes have been tested with some success. Refinements are purposeful, showing control of chosen media. Some consideration of alternatives is present, but may not be fully pushed. Evidence of decision-making is clear, leading to more effective outcomes.	Materials, techniques, and processes are experimented with confidently and effectively. Refinements are deliberate and enhance the quality, meaning, or impact of the work. Multiple alternatives are explored, demonstrating strong problem-solving skills. Outcomes are highly controlled, polished, and show technical excellence.	Materials, techniques, and processes are used expertly and with confidence. Refinements are precise, purposeful, and consistently improve the quality, meaning, or impact of work. A wide range of alternatives is explored thoughtfully, demonstrating exceptional problemsolving and creative risk-taking. Outcomes are polished, technically outstanding, and show mastery of chosen media.
AO3 Record ideas and observations	Recording is inconsistent, rushed, or incomplete. Observational work is inaccurate or lacks detail. Struggles to annotate or explain thought process effectively. Visual and written evidence does not show clear progress.	Record observations with greater accuracy and detail (drawing/photography/notes). Annotate to explain your thinking — why you made certain choices. Keep evidence of progress so your sketchbook clearly shows your journey. Try to include both visual recording (drawings, photos) and written reflections.	Ideas, observations, and insights are recorded with accuracy and some detail. Annotations explain thinking and show awareness of strengths and weaknesses. Visual recording (drawings, photos, notes) supports the development process. The sketchbook shows a clear journey from initial research to outcome	Observations and recordings are detailed, perceptive, and highly accurate. Annotations are thoughtful, reflective, and critically evaluate strengths and areas for development. Sketchbooks/journals show clear progression, experimentation, and creative thinking. Evidence shows independent research and insight beyond what is taught.	Observations and recordings are exceptionally detailed, perceptive, and accurate. Annotations are reflective, evaluative, and critically articulate reasoning, choices, and insights. Sketchbooks/journals show continuous progression, inventive experimentation, and independent thinking. Research demonstrates depth, independence, and originality beyond age-level expectations.
AO4 Present a personal body of work	Final piece(s) lack coherence with earlier studies. Presentation is rushed, incomplete, or poorly organised. Outcomes do not clearly communicate personal intentions. Little sense of a journey from research → development → final idea	Ensure your final outcome links clearly back to your research and development. Plan your presentation so it feels organised and communicates your intentions. Show a sense of conclusion by pulling together the best parts of your process. Make your final piece more personal by showing your own ideas, not just influence from artists.	The final outcome(s) connect clearly to research and development. Presentation is organised, showing a sense of conclusion. Work communicates personal intentions with some individuality. The body of work feels complete, though there may still be areas to refine further.	Final outcomes are original, cohesive, and clearly reflect personal intentions. Presentation is polished, professional, and communicates meaning effectively. Work demonstrates individuality, creativity, and critical understanding. The body of work shows a clear journey, innovation, and strong connection between concept, research, and outcome.	Final outcomes are highly original, cohesive, and compelling, reflecting a clear personal vision. Presentation is professional, polished, and effectively communicates intention, concept, and meaning. Work shows individuality, creativity, critical understanding, and mature artistic judgment. The body of work demonstrates an exceptional journey from research → development → outcome, with innovative and ambitious results.

Computing



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 21st 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 21st 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

Year 8 Curriculum: Computing



	What Will I Learn?	Big Learning Question	Learning Objectives	How WILL Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Al & Python	This unit will explore the foundational principles of artificial intelligence (AI) and introduce students to basic Python programming.	How can we use artificial intelligence and programming skills to interact with and shape the digital world around us? UAE Link: The UAE is advancing rapidly in Al innovation across sectors such as education, healthcare, and transportation.	Define Al and explain its real-world applications Understand how Al systems make decisions using data Recognise the othroal issues around Al use in delty life Develop basic Python programming skills (writibles, input/output, loops, conditionals)	Through interactive lessons exploring Al tools and coding platforms, discussions around ethics, and hands-on Python coding activities. Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summetive Assessment: mini Python project with Al-inspired logic This assessment will assess how effectively students have developed their understanding of the topic	To understand how intelligent technologies work and to develop programming skills that are increasingly in demand. This unit builds students' confidence in solving problems, developing logic, and understanding emerging technologies like Al.	This builds on your existing incovisedge about Python from Year 7 This builds towerds gaining a deeper understanding of python in KS4 IGCSE and A Lavel This provides an apportunity for collaboration between Art, Science, and Humanities	Explore and compare real-world Al systems (e.g., chatbots, recommendation engines) Simulate an Al system that makes decisions based on input	Critical transing Creativity Collaboration Problem-solving Adoptability inquiry Research Design Thinking
Term 2: 3D Printers	This unit will explore the basics of 3D printing, including hardware components (motors, sections, frames) and software tools used to design printable models.	How can we use robotics, 3D printing, and design software to solve real-world challenges and create innovative solutions? UAE Link: The UAE is investing in 3D printing for construction, healthours, and sustainability.	Understand the function of key 3D printer components (extruder, bed, filament) Learn the basics of 3D design using CAD software Create and export 3D models for printing Troubleshoot common 3D printing problems Evaluate and improve designs based on printing outcomes	Through project-based learning using 3D design software (e.g., Tinkercad) and classroom 3D printers. Assessment for Learning: questioning, peer and self-assessment, class discussions Summative Assessment: submission of a final designed and printed object with reflection This assessment will assess how effectively students have developed their understanding of the topic	To understand how digital deeign translates into physical products, a valuable skill in design, engineering, and encountion fields. It develops spirital researing, technical literacy, and creativity.	This builds on your existing knowledge about programming from KS2 This builds towards a deeper understanding of CAD, engineering, and innovation in Your a and iGCSE This provides an opportunity for collaboration between Science, Mathematics, and Design Technology	Design a keychain, phone stand, or name tag in Tinkercad Modify an existing design to solve a specific problem Research real-world uses of 3D printing in the UAE Compare filament types (PLA vs ABS) and discuss sustainability	Technical skills Creative thinking Problem-schleig Desligh thinking Spatial awarenese Collaboration Resilience Research
Term 3: Lego Mindstorm	This unit will explore the basic robotics concepts, including components like motors, sensors, and programmable controllers	How can we use rebotics and programming to solve real-world challenges and create innovative solutions? LIAE Link: The UAE is solitions itself as a global hub for innovation and technology.	Understand the basic components of robotics, including motors, and sensors Demonstrate on understanding of programming togic by writing and implementing code Apply problem-solving skills to design, build, and troubleshoot robotic solutions Critically analyze the effectiveness of robot designs and programming	Through project-based learning activities that involve building robotic concepts Assessment for Learning; questioning, peer and self-assessment, class discussion and feedback Summative Assessment—final project with assignment This assessment will assess how effectively students have developed their understanding of the topic	Programming robots involves logical thinking and decision-making. Students learn to enticipate challenges, make informed choices, and adapt strategies based on observed results.	This builds on your existing incowhedge about programming from KS2 This builds towards gaining a deeper understanding of AI in Year 8 and programming concepts in KS4 iGCSE and A Limit This provides an apportunity for collaboration between Art, Music and English	Analyse existing games and identify their design selements Design and prototype a simple game using different mechanics and elements Use game engines and level editors to create game levels and environments	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience

Year 8 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Differentiate between virtual, augmented, and mixed reality technologies	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
Explore the history and development of virtual, augmented, and mixed reality technologies	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
Create a basic virtual or augmented reality experience using a software platform	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
Evaluate the advantages and disadvantages with the ethical considerations	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
Develop and design a reality experience and Critically evaluate the effectiveness	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

Year 8 Success Criteria: Computing (continued)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Identify the applications of robotics and artificial intelligence in various fields	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 Al to identify and analyse applications in various fields
Identify the challenges involved in designing and building robots	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
Write and execute simple programs in a programming language	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
Understand the process of testing and debugging the robot	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
Identify the different types of artificial intelligence	Struggles to name any types of Al	Can name some types with assistance	Can name several types of Al	Can explain the differences between types and provide examples of each	Can analyse and propose new types of Al
Understand the basic concepts of machine learning	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
Understand the basic concepts of image recognition	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
Understand the ethical issues related to robotics and artificial intelligence	Struggles to understand ethical issues	Can understand some ethical issues with assistance	Can explain and analyse ethical issues related to robotics and Al	Can propose solutions to ethical issues and justify them	Can innovate and propose new ethical frameworks for robotics and Al

Year 8 Success Criteria: Computing (continued)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Understand the basic principles of game design	Can identify basic components of a game (e.g. player, goal,	Can explain the purpose of game components and how they work	Can apply game design principles to create a simple game prototype	Can analyse and evaluate existing games and identify	Can create complex game prototypes that incorporate advanced game design
	obstacles)	together		ways to improve game design	principles
Develop game concept and narrative	Can generate simple game ideas and describe them in a	Can create a game concept document that includes game	Can develop a detailed game narrative that incorporates plot,	Can create engaging and innovative game concepts that	Can create original game concepts that challenge traditional game design and
	few sentences	mechanics, story, and characters	characters, and setting	are well-developed and unique	push the boundaries of the medium
Design game mechanics	Can describe basic game	Can develop a set of game mechanics	Can create and balance game	Can experiment with new game	Can create complex game mechanics
and gameplay	mechanics and how they impact gameplay	that work together to create engaging gameplay	mechanics to ensure a fun and challenging player experience	mechanics and refine existing ones to create innovative gameplay experiences	that require advanced problem-solving skills and create unique gameplay experiences
Create game assets and environments	Can use basic art tools to create simple game assets	Can create a variety of game assets that are consistent with the game's	Can create detailed and visually appealing game environments that	Can create original and innovative game assets and	Can create professional-quality game assets and environments that rival
environments	sample game assers	art style and narrative	enhance the player experience	environments that add to the game's overall aesthetic	those of commercial game studios
Program and test game	Can use simple game engines	Can program and test game prototypes that incorporate advanced	Can debug and refine game prototypes to ensure they are	Can test game prototypes with a range of users and incorporate	Can create and test complex game prototypes that require advanced
prototypes	or programming languages to create basic game prototypes	game mechanics and features	playable and enjoyable	feedback into further development	programming skills and solve challenging technical problems
Collaborate with others and work in a team	Can participate in group activities and contribute to the	Can communicate effectively with team members and share ideas	Can work collaboratively to develop a cohesive game concept and	Can manage team dynamics and conflicts to ensure effective	Can lead a team and facilitate effective communication, decision-making, and
WOIK III a team	team's work	todii members and anare ideas	prototype	collaboration	project management
Analyse and evaluate games	Can identify basic elements of game design and analyse how	Can evaluate existing games and provide constructive feedback on	Can compare and contrast different games and identify strengths and	Can conduct in-depth analyses of games and their design	Can critically evaluate games and their impact on society and culture
	they contribute to the player experience	their design and gameplay	weaknesses	elements to provide detailed feedback and suggestions for	
S-271				improvement	
Reflect on the game design process	Can reflect on their own game design process and identify	Can provide constructive feedback to peers and incorporate feedback into	Can use feedback to improve their own game design skills and	Can critically reflect on the game design process and	Can engage in self-directed learning and seek out new knowledge and skills
provides	strengths and weaknesses	further development	knowledge	identify opportunities for growth and development	to advance their game design abilities

Dance



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

Year 8 Curriculum: Dance



	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
Term 1a:Thrill gr	Set repertoire- what it is and how to do it. How to use explore characteristal on through iconic dance.	How will I use professional repertoire help to inform choreography and performance skills? UAE Link: Character and Morality, Community, Being an active citizen Thoughtfulness; cooperation	To learn and appreciate the dance Thriller* To understand its historical background and the impact it had on revolutionising modern dance. To develop characterisation within dance.	By learning professional repertoire and exploring the original. Thriller to develop your performance. Assessment for Learning: self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement. Summative Assessment: final fillmed professional performance and evaluative response. This assessment will assess how effectively students have developed their understanding of the topic.	To develop dance technique and movement memory. To gain an awareness of dance that has made impact on the dance industry.	This builds on your existing knowledge of choreography and performance. This builds towards developing dance technique and movement memory. This provides an opportunity for collaboration between Music, Media, Art/Textiles and History.	Research of the making of the dance Learning more of the complex movements Developing and exploring costume, make up and set design.	Critical thinking Creativity Collaboration Problem-solving Adaptability
Term 1b: Lindy Hop	To appreciate the dance style 'Lindy Hop' and to understand its historical background and the impact it had on revolutionisin g post-modern dance.	How the Lindy Hop came into existence and how I can use it to choregraph a duo? UAE Link: Character and Morality , Community, Being an active e citizen Thoughtfulness; cooperation	To appreciation and understand the background of the Lindy Hop and where it is historically placed To learn a variety of Lindy Hop Actions To choreograph using these actions and the components of choreography	Through exploring the history, actions, space, dynamics and relationships of the Lindy Hop. Assessment for Learning: self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement. Summative Assessment; final filmed professional performance and evaluative response. This assessment will assess how effectively students have developed their understanding of the topic.	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 builds on your prior knowledge of chareography, performance and technique. This builds towards improved performance skills and longer solo performances. This provides an opportunity for collaboration with History.	Further research into the history surrounding the Lindy Hop To explore more complex lifting and contact work.	Creatvity Analysis Collaboration Inquiry Research Resilience Exploration
Term 2a: Christop her Bruce's Ghost Dances	To develop skills in contemporar y technique. To explore choreographe rs.	How will knowledge of professional works help me to develop my skills in dance? UAF Link: Character and Morality, Community, Being an active citizen Thoughtfulness; cooperation	To appreciation and understand the context Ghost Dances and where it is historically and socially placed To learn professional repertoire To choreograph using these actions and the components of choreography	Through exploring professional contemporary dance, set repertoire and developing choreography and performance skills. Assessment for Learning, self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment; final filmed profession al performance in trios and evaluative response. This assessment will assess how effectively students have developed their understanding of the topic.	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 builds on your prior knowledge of choreograph y, performance and technique. This builds towards a sound understanding of technique. This provides an opportunity for collaboration between History and Social Studies.	Further research into Victor Jara and Chile Looking at more dance works from Christopher Bruce. Exploring other choreographers in the same genre. Taking dance technique classes online or in person.	Technical skills Critical thinking Analysis Collaboration Inquiry Research Resilience Exploration Creativity

Year 8 Curriculum: Dance



	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
Term 2bi Stimuli	To explore stimuli in dance and to be able to create dances using a variety of stimuli and motif.	What is stimuli and how can creating a motif inform my work? UAE Link: Character and Morality, Community, Being an active citizen Thoughtfuiness; cooperation	To explore what stimuli is and is it can be used in choreography To be able to create and develop a motif that informs the choreographic intent of your work.	Through exploring motif and development, you will gain new choreographic devices. Assessment for Learning: self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement Summative Assessment: final filmed professional performance and evaluative response. This assessment will assess how effectively students have developed their understanding of the topic.	To develop refined skills for choreography. To be able to use motif and motif development to help ensure your artistic intent.	This builds on your previous choreographic skills This builds towards being able to create dance that has to include motif, e.g. GCSE standard This provides an opportunity for collaboration between drama, music, any subject that is inspiring to you!	Recreate the sessions using different stimuli in your own time Create banks of music that support the themes of your clances Edit music using software Curate a selection of stimuli that you may wish to use in future work	Critical thinking Creativity Collaboration Problem-solving Adaptability Research
Term 3: Cultural dance and technolo gy	To choreograph and perform dances using a variety of cultural dance styles	How can having knowledge of cultural dance inform our work? UAE Link: Character and Morality, Community, Being an active citizen, Thoughtfulness; cooperation	To explore movement from other cultures and find similarities and differences in the practices. To gain awareness of how dance is an important part within cultures. To use technology to develop dances.	Through exploring a variety of cultures and dances and through working collaboratively in an international school. Assessment for Learning: self and peer assessment, questioning, whole class feedback and discussion, reflective targets for improvement. Summative Assessment: final filmed p rofessional performance and evaluative response. This assessment will assess how effectively students have developed their understanding of the topic.	To gain awareness of dance with culture. To collaborate with the skills that you already have and to develop new skills To be able to use technical elements to support your work	This builds on your previous chareographic skills and cultural experiences This builds towards learning new styles of dance, building larger abstract dances and being oble to tech a larger scale production This provides an opportunity for collaboration between music, geography, MFL, Media and technology.	Explore a variety of cultures including dance, arts, language, context Explore different editing software and try to edit more music Create a bank of music for editing.	Critical thinking Analysis Collaboration Inquiry Research Adaptability Resilience

Year 8 Success Criteria: Dance



Success Criteria	Working Below	Working Towards	Working At Age Related Expectations	Working Above	Significantly Above
Performance: Physical Skills: 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 very 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
Performance: Technical Skills: 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 very limited way	I am able to perform in dances using some of these skills in a sound manner	II am able to perform in dances using most of these skills in an efective 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
Choreography: Choreographic Devices: 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 very 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
Choreography: Choreographic Processes: research, selection, development, structuring, refining	I am able to choreograph dances using a few of these processes to produce an outcome that is very 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.
Dance Appreciation: Use of appropriate dance terminology and/or subject specific language	I am able to use dance vocabulary on a few occasions to produce a very 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
Dance Appreciation: Critically appreciate own dances through describing, analysing, interpreting, evaluating and reflecting	I am able to appreciate own dances using a few of the skills to produce a very 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



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.

Year 8 Curriculum: Drama



	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
Term 1: Devising Techniques	This unit will explore a range of drama techniques & elements of drama to bring theatre to life for an audience.	How can we use drama techniques and the elements of drama to communicate an artistic intention? UAE Link: Students explore the islamic values of kindness and generosity as a stimulus for devising.	To explore a range of new drama techniques to communicate ideas to an audience. To develop collaboration skills in the rehearsal process. To explore the role of directors, script writers and actors in drama. To analyse and evaluate drama performances.	Through exploring a range of different techniques & applying them to a drama stimulus each week. Assessment for Learning. Self and peer feedback tasks. Drama portfolio - Performance work filmed in the rehearsal process. Class discussion and questioning tasks. Summative Assessment. Devised performance	To understand how to communicate ideas in unique ways and devise theatre. You will develop your creative thinking, resilience, collaboration and communication skills.	This builds on prior knowledge of some drama techniques explored in year 7. This builds towards being able to devise drama in unique and creative ways for an audience. This provides an opportunity for collaboration between Music, Dance, English and Media.	Create and perform drama Director's toolkit cards Use of projection in theatre.	Creativity Collaboration Problem-solving Adaptability Inquiry Research Critical thinking
Term 2: Gothic Showcase	This is a collaborative unit with English exploring gothic literature. Students will study Frankenstein from the perspective of an actor or designer.	How can we stage a play as a director and designer in unique ways? UAE Link: Collaborative tasks will support the development of folerance and respect as islamic values.	To explore the various design roles in theatre. To explore the play Frankenstein, the characters and central themes. To collaborate and create performance for a live audience. To take on the role of a designer or performing to bring a play to life from page to stage.	Through practical exploration of the text as an individual or group. Assessment for Learning Self and peer feedback tasks. Drama portfolio - Performance and design work filmed in the rehearsal process. Class discussion, audience feedback and questioning tasks. Summative Assessment Group performance or individual design presentation. All students are individually assessed	To gain insight into the different roles of theatre and explore a piece of significant literature in theatre history and English literature	This builds on prior performance skills. This builds towards students being able to approach a text from different design routes. This provides an opportunity for collaboration between English, Dance and Drama.	Group performance project or individual presentation depending on student choice. Drama Padlet - Design role resources	Critical thinking Analysis Collaboration Inquiry Research Resilience Creativity
Term 3: Children's Theatre THE	Children's Theatre- This unit will explore how drama can be used as an educational tool for young audiences.	How can theatre be used to change the world? UAE Link: Courage and Perseverance: Showcase characters who display courage and perseverance in the face of challenges and adversity, encouraging students to embody these values in their own lives.	To explore contemporary issues and themes through drama. To understand how to communicate an artistic intention to a target audience. To develop a piece of theatre that has a positive impact on the younger community. To analyse and evaluate physical and vocal choices in performance.	Through exploring existing theatre productions and modern adaptations of folklore. Assessment for Learning: Self and peer feedback tasks. Drama portfolio - performance work filmed in the rehearsal process. Class discussion and questioning tasks. Summative Assessment: Group performance - Individually assessed	To understand the different roles of theatre and how drama can be used to educate society.	This builds on prior collaboration and communication skills. This builds towards students being role models for younger students and creating impactful performance to support the community. This provides an opportunity for collaboration between English, Social and Moral Education.	Script writing and creating drama in a group project. Wider reading into Verbatim theatre.	Creativity Collaboration Problem-solving Adaptability Inquiry Research Critical thinking

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Year 8 Success Criteria: Drama



Unit 1 - Devising Techniques

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Recall advanced drama techniques Understanding of drama techniques	Limited recall and application of drama techniques to creative work. Limited understanding of why a director might use drama techniques to communicate ideas to an audience.	Can recall and apply some basic drama techniques to their creative work. Has some understanding of why a director might use drama techniques to communicate ideas to an audience.	Can recall and apply a range of drama techniques to their creative work. Demonstrates an understanding of why a director might use drama techniques to effectively communicate ideas to an audience.	Can recall and apply a range of drama techniques effectively and creatively to their own work. Shows a thorough understanding of why a director might strategically use drama techniques to communicate complex ideas to an audience.	Demonstrates a comprehensive recall and highly creative application of a wide range of drama techniques to their creative work. Displays an advanced understanding of why a director might use drama techniques with precision and intention to effectively communicate ideas to an audience.
Applying techniques as a director	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.	Can create a scene as a director with support, incorporating one drama technique effectively. Requires some support from peers to apply multiple drama techniques in their scene.	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.	Shows a highly competent application of drama techniques in their scene, resulting in engaging and impactful storytelling.	Confidently creates their own scene as a director, demonstrating a thorough understanding of drama techniques. Applies drama techniques with precision and originality, resulting in a highly creative and innovative scene that captivates the audience.
Evaluate the use of drama techniques and performance style.	Limited ability to analyse and evaluate the effective use of drama techniques in a performance. Requires significant support to identify and discuss the impact of drama techniques.	Can analyse and evaluate the effective use of some drama techniques in a performance with support. Requires some support to articulate the impact of drama techniques and their contribution to the overall performance.	Can independently analyse and evaluate the effective use of drama techniques in a performance. Demonstrates the ability to identify and discuss the impact of drama techniques, supported by specific examples from the performance.	Confidently analyses and evaluates the effective use of drama techniques in a performance. Offers insightful observations on the impact of drama techniques.	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.
Rehearsal Development	Requires significant support to develop a scene in rehearsal in response to feedback. Limited ability to reflect on feedback and make simple improvements based on the given feedback.	Can develop a scene in rehearsal with support, incorporating some feedback into their performance. Demonstrates the ability to reflect on feedback and make simple improvements based on the given feedback.	Can independently develop a scene in rehearsal, incorporating feedback into their performance. Shows the ability to reflect on feedback and make thoughtful improvements, resulting in visible progress.	Confidently develops a scene in rehearsal, responding to feedback with insight and effectiveness. Demonstrates a high level of reflection on feedback, making insightful changes.	Highly reflective and resourceful in developing a scene in rehearsal in response to feedback. Makes substantial and innovative improvements based on feedback, resulting in significant growth and development of the performance.

Year 8 Success Criteria: Drama



Unit 2 - Script work

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Understanding Themes, Plot, and Characters of the Play	Struggles to understand the themes, plot, and characters of the play studied. Minimal engagement with the material.	Shows some understanding of the themes, plot, and characters but with limited depth.	Demonstrates a solid understanding of the themes, plot, and characters. Effectively identifies key elements of the play.	Exhibits a strong grasp of the themes, plot, and characters, with insightful analysis of their significance and interactions.	Masterfully understands and articulates the themes, plot, and characters, providing profound insights and interpretations
Experimentation with creative ideas and techniques in rehearsal or design process	Lacks experimentation with creative ideas and techniques during the rehearsal or design 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 or design process, contributing to scene enhancement.	Demonstrates a strong ability to experiment with creative ideas and techniques, resulting in contrasting and unique ideas	Exceptionally experiments with creative ideas and techniques, leading to highly impactful outcomes
Application of creative ideas to a performance or design outcome	Struggles to apply creative ideas that fit the Gothic genre as a designer or performer. Lacks innovation and impact.	Makes some attempts to apply creative ideas in the Gothic genre, but with limited effectiveness and innovation.	Successfully applies creative ideas that fit the Gothic genre, enhancing the overall design and performance.	Demonstrates a strong ability to apply creative ideas as a designer or performer, significantly enhancing the Gothic atmosphere and impact.	Exceptionally applies creative ideas that fit the Gothic genre, pushing creative boundaries and creating a highly immersive and impactful experience.
Performance or Presentation of Design Choices	Struggles to perform a Gothic character role or present design choices with artistic choices explained. Lacks connection and clarity.	Attempts to perform a Gothic character role or present design choices with some artistic elements, but with limited success. Shows some connection and explanation.	Successfully performs a Gothic character role or presents design choices, clearly explaining artistic decisions and effectively engaging the audience.	Demonstrates a strong ability to perform a Gothic character role or present design choices, clearly and compellingly explaining artistic decisions, captivating and engaging the audience.	Exceptionally performs a Gothic character role or presents design choices with profound clarity and artistic insight, setting a new standard for audience engagement and understanding of artistic choices.

Year 8 Success Criteria: Drama



Unit 3 - Children's Theatre

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Creative script writing for a primary audience	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.
Experimentation with creative Ideas and techniques in rehearsal	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.
Developing collaboration skills in group work.	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.
Performance and engagement with young audience	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.

English



Horizon International School's pupils are bright and able young people who often enter in KS3 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

Year 8 Curriculum: English



	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
Term 1: Power in Nature	This unit will explore the way nature is presented in both a range of fiction and non-finition towar with a focus on language smalight. All flexis have:	How can nature both suffer from and demonstrate power? UAE Link: Opportunity to explore the impact of UAE sustainability aims	Explore a range of short non-fiction tests focusing on the suffering of nature from human power Analyse and evaluate the use of literary cavices for persuasion within a test Explore a range of fiction tests focusing on the power presented within nature Evaluate the effect of language, structural and dramatic devices Create a summative creative writing piece, applying our knowledge gathered from our reading	You will learn by exploring a variety of both non- fiction and fiction extracts that feature the theme of power within nature. You will analyze the use of literary devices and use this knowledge to create your own transactional and creative writing. Formative Assessments: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. Summative Assessment: PETAL chain essay on the theme of power based on a non-fiction extract. This assessment will assess how confidently students sustain accurate language enalysis skills in written essay format.	Reading a wide range of literature enables you to appreciate more challenging texts and could inspire independent reading choices. Understanding how to build an argument within non-fiction writing provides the bedrock to more formal, persuasive writing that features at GCSE.	This builds on your experience of writing a PETAL chain from Year 7 but now a little broader through exploring a whole theme. This builds towards future studying of transactional writing and prose throughout KS3 and KS4. This provides an apportunity for collaboration between Geography, Social Studies and Drama.	https://padiet.com/seffemonastha p/year.8-snglish-challenge-padiet- lam/Sutol/774tffi0e	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: The Gothic	This sinit will explore the features of the gothic movement and gothic flaresture with particular focus on the story of "frankoustate". All brook Levols	How does the Gothic movement still influence today's culture? UAE Link: Opportunity to explore the influences of UAE Architecture	Explore a range of 19th Century texts Identify Gothic features within a range of literature Analyse the presentation of Gothic characters and settings Evaluate the effect of language, structural and dramatic devices Create a Gothic inspired story opening	You will learn by reading, performing and discussion Pullman's play 'Frankenstein' alongside extracts from Many Shelley's original novel. You will perform significant scenes of the play and engage in a debate based upon the treatment of the monster. Formative Assessments: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. Summative Assessment: Creative writing description of gothic setting and/or character. 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.	In immersing yourself in some 19th Century Literature, you will develop your understanding of how various writers have been influenced over time. You will have the apportunity to perform collaboratively through drama and identify the various forms of dramatic techniques used to engage the audience.	This builds on your creative writing in Year 7 whilst offering you more freedom and flexibility through using your acquired knowledge of the Gothic genre. This builds towards future studying of drama in Term 3 and throughout KS3, 4 and 5. This provides an apportunity for collaboration between Art, History, Orama and Dance.	https://codiet.com/se/Hemonadha n/yuar-8 erafish-challerate-podiet- bmchuto/72srfhile	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Love and Relationships	This unit will explore Shakoopeans's use of language and pleasant's techniques to convey relationship a with a focus on the play Yourseo and haller! All Book Levels 12.5	How have relationships changed over time? UAE Link: Opportunity to explore links between Emirati and Elizabethan traditions	Understand Elizabethan England and Shakespeare's time Analyse the presentation of love and relationships through Shakespeare's drama Evaluate the effect of language, structural and dramatic devices Evaluate character and relationship developments throughout a whole text Create a range of creative writing pieces	You will learn by reading, performing and discussion Shakespeare's play 'Romeo and Jutlet'. You will explore his complex, sophisticated use of language and demonstrate your analysis of it. Formative Assessments: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. Summative Assessment: PETAL chain essay on a scene, exploring the presentation of a relationship. This assessment will assess how confidently students sustain accurate language analysis skills in written essay format.	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 builds on your exploration of Shakespeare's presentation of villains from Year 7 term I, as well as your analysis of older texts in term 2. This builds towords future studying of Shakespeare in KS4 and KS5. This provides an apportunity for collaboration between History, Drama, Dance, UAE Social Studies.	http://sadict.com/sellemonaths n/year-8-english-challenge-padict- bmckuts/77ktffi/de	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 8 Success Criteria: English



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Reading 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 chapters, scenes and whole texts with the ability to select effective evidence to support developed points. Thorough understanding of	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
Reading 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.	relevant contexts and able to make coherent links. 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.	contexts can impact how different audiences interpret a text. 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.
Writing 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.
Writing 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.
Speaking 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.
Listening 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.

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Food Technology



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

Year 8 Curriculum: Food Technology



	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
Term 1:	Diet & Health- Recall the principles of the Eat Well guide and relate at to own diet.	Why do you think it is important to have and maintain a healthy, balanced diet? What makes up a Healthy, Balanced diet? UAE Link: How does the Eat Well guide compare to local government guidelines	To embed a clear understanding of the Eat well guide and explain its meaning To understand how to maintain a healthy diet on a regular trasis Expand skills by practical cooking/baking	Through exploring planning, preparing and cooking/baking Savory rice Mini carrot cup cakes Assessment for Learning: Outcome of practical cooking, how well did you chop, slice, dice, weigh and measure? Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To understand the importance of a healthy balanced diet and how it effects our bodies, what types of ingredients to incorporate to support this. To continue practicing and developing key life skills and methods	This builds on learning from year 7, life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds towards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an apportunity for collaboration between different cultures, peer and self-assessment, making a variety of dishes ranging in complexity	Design Create Plan Prepare Cost Shop Read food labels Research recipes	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2:	Energy balance Gain an understand ing of energy and how needs change through life. Sources, types and functions of Protein	How does energy balance affect us in every day life? What is the significance of Protein in our diet and how does it affect our bodies? <u>UAE Links</u> How does the Eat Well guide compare to local government guidelines	Importance of how nutrition supports daily energy levels and sleep patterns To gain a deeper understanding of the functions and various sources of proteins incorporating vegetarian	Through exploring, adapting, developing and demonstrating through practical cooking of: • Meatballs • Chicken Fajitas • Brownies Assessment for Learning: Outcome of practical cooking, how well did you combine your ingredients? Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To gain life skills of chopping, weighing, measuring, peeling, grating, saute, frying, combining How to make a family meal and what accompanies these dishes to make it into a complete meal. How to adapt recipes for dietary needs such as gluten free	This builds on learning from Year 7 life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds towards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an appartunity for collaboration between different cultures, peer and self-assessment, making a variety of dishes ranging in complexity	Design Create Plan Prepare Cost Shop Read food labels Research recipes	Critical thinking Analysis Collaboration inquiry Research Design Thinking Adaptability Iteration Resilience
Term 3;	Sources, types and function of carbohydra tes Vitamins and Minerals	What is the significance of carbohydrates in our diet and how does it affect our bodies? Why do you think it is important to get a range of vitamins and minerals on a daily basis? UAE Link: What are the vitamin considerations we should think about living in the UAE?	To expand skills of practical cooking To understand energy balance and how carbohydrates effect energy To gain a better understanding of the functions of foods and how they support our diet with vitamins and minerals	Through exploring preparing, practicing, developing and demonstrating through practical cooking of: • Fruit Roulade • Chili Con Carne • Cheesy Pretzels + homemade dip Assessment for Learning: Outcome of practical cooking, timing of cooking? Summative Assessment: This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with Life skills of chopping, weighing, measuring, mixing, combining, baking, whisking, using electric whisks Exploring recipes, ingredients, cost, timing and methods	This builds on learning from Year 7 life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds towards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an opportunity for collaboration between different cultures, peer and self-assessment, making a variety of dishes ranging in complexity	Design Create Plan Prepare Cost Shop Read food labels Research recipes	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

Year 8 Success Criteria: Food Technology



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Safety & Hygiene, Eat Well guide	Limited recall of basic facts about safety & hygine, limited understanding of the key hazards in the Food Technology room	Can recall basic facts about safety & hygine, 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 & hygine, key hazards in the Food Technology room as well as follow the step by step guides with some support. Can follow a receipe and identify how it might be improved using the key sensory words	Can recall and identify safety & hygine, key hazards in the Food Technology room as well as findependently 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 improtance of safety & hygine, key hazards in the Food Yechnology room as well as findependently 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.
Food Preparation	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 equiptment within the Food Technology room. Limited ability to effectively chop, weigh, measure.	Can identify the main equiptment 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 competantly and consistently select correct equiptment, use the correct methods to chop, slice,dice, weigh, measure in preparation to cook in a timely manner.	Can confidently, competently and consistantly select and experiment with various recipes that relate to indvidual diets. Prepare and handle a selection of foods, particulary raw meat, poultry, and eggs so it is dafe and explain why this is important.
Practical cooking/ baking	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 cottect methods in a timely maner 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.
Evaluating and creativity	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 of the dish made, suggest some improvements, using the sensory words to discribe taste and texture.	Can confidently explain and discribe 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 effect energy balance.	Can independently and exceptionally demonstrate knowledge of healthy eating and cooking, plan and create dishes for different needs, explain enegy balance and the main information on food labels. Takes pride in both practical and written work.

Geography



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 geography links to case studies from across the globe whilst embedding core geographical skills to prepare students for their IGCSE/ A-Level. 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 weather 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 considers 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.

Year 8 Curriculum: Geography



	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
Term 1: Food and Water Insecurity	This unit will explore how natural resources such as food and water are accessed around the world and how their supply and demand is changing over time.	is there global solution to solve water and food insecurity? UAE Link: For each resource we will study how the UAE provides its population with food and water. We will compare natural resource availability to technologically reliant resources.	To explain why access to safe water varies around the world To explain why access to sufficient food varies around the world To evaluate the methods, use to combat food and water insecurity	Through exploring varying case studies and choropleth maps students will learn where in the world has sufficient or insufficient access to resources. Assessment for Learning: Keyword starter quizzes, complete the hidden drawing, improving the model answer followed by peer assessment, self assessment using class derived success criteria. Summative Assessment: 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 evergrowing 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 builds on local knowledge of how a desert country meets the populations needs for food and water. This builds towards an in-depth understanding of global resource distribution and how this effects global development. This provides an opportunity for collaboration between Moral education and social studies (local practices in the UAE) and Science.	Pupils will design top trumps game cards evaluating the methods of reducing water stress to select the best method for countries. Pupils will create a promotional idea for local hydroponics company Bustanica. Further reading on specific case studies are available on teams.	Critical thinking Creativity Collaboration Evaluation Adaptability Analysis Research Design Thinking
Term 2: Africa	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? LAE Link: 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.	To describe how African countries have been influenced by their history and populations. To discover if there is a pattern between Africa's population density and physical features To explain how and why biomes vary across the continent To analyse the role of industry in Africa To explain the impacts of tourism in Kenya To explain how energy influenced different African nations.	Through expioring 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. Assessment for Learning: Silent debate feedback, peer assessment of groupwork, homework, mini whiteboards, starter quizzes, recap plenaries. Summative Assessment: 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 builds on topics taught in primary school and in year 7 on continents and oceans. This builds towards a better sense of place, and knowledge of another continent. Also, how the physical environment and history impacts a countries development. This provides an opportunity for collaboration between History and ICT.	Analyse maps and figures to find links between physical environments and economic development, aswell as to draw links to specific countries. Each lesson includes a mini project on different case studies of African nations. Further reading on specific case studies are available on teams.	Critical thinking Analysis Collaboration Inquiry Research Groupwork Presenting Adaptability Map analysis Resilience
Term.3: Coests.	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? UAE Link: 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.	To explain how physical processes shape the coast To explain how the uses of the coast vary and suggest reasons why. To evaluate different coastal management strategies Decision making exercise: To decide which coastal management methods are the best for different locations and justify your reasoning	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. Assessment for Learning: Starter quizzes, verbal tennis, diagrams, complete the storyboard, think with your feet debates, self and peer assessment. Summative Assessment: 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 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). This builds towards an ability to evaluate geographical engineering and determining which strategies are most suitable for different locations. This provides an opportunity for collaboration between science and English (to develop skills of making a judgment and writing a balanced argument)	Undertake a GIS project using digital geography to make conclusions about coastal locations. Develop research skills to identify the key uses of coastlines around the world. Further reading on specific case studies are available on teams.	Technical skills Design thinking Critical thinking Analysis Research Evaluation Justifying Collecting supporting evidence IT Skills

Year 8 Success Criteria: Geography



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To use keywords when writing about human and physical processes.	Limited ability to use keywords in writing.	When modelled, some keywords are included in written work.	Keywords are used accurately throughout written work.	Keywords modelled in class and those found through using glossaries and wider research are included accurately in written work.	Keywords are consistently used accurately throughout written work as well as making cross-curricular links to other subjects and previous geography units
To describe the relationships between humans and the physical environment the environment,		Can describe how humans impact the environment and how the environment impacts humans.	Can accurately describe the interrelations between humans and the environment linking to natural resource security.	Can accurately describe the interrelations between humans and natural resources using keywords and linking to place specific examples.	Can accurately describe the interrelations between humans and natural resources using keywords and linking to place specific examples as well as suggesting future trends across the world.
To describe locations on a map	Limited ability to verbally describe a location.	Can use the elements of the CLOCC method to describe locations.	Can accurately use the CLOCC method to describe the location of countries around the world.	Can accurately describe locations using symbols, four-figure and six-figure grid references and the CLOCC method.	Can accurately describe locations using symbols, four-figure and six-figure grid references and the CLCOC method on small-scale maps and OS maps.
To explain human processes such as why populations and industries vary across the continent of Africa	Limited ability to describe human processes such as influences of history and tourism in Africa.	Can describe human processes and suggest why variety may occur across the world.	Can describe human processes and explain why they vary in specific countries across the world.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data and development indicators.
To explain physical processes such as causes of coastal environments	Limited ability to describe physical processes such as the cause of coastal landforms.	Can explain the stages of physical processes in the correct order making minimal mistakes	Can use keywords to describe different physical processes.	Can use keywords accurately to describe physical processes in detail and with clarity.	Can use keywords accurately to describe physical processes in detail and with clarity linking to place specific examples and using supporting evidence from figures.
To use <mark>ligures</mark> to show geographical conditions and distributions.	Limited ability to refer to figures in written work and verbal assessment.	Can identify key features from basic figures such as photographs.	Can accurately describe the key features of figures and refer to them throughout written work.	Can accurately describe the features and trends of a variety of figures and use them to inform writing.	Can accurately describe the features and trends of a variety of figures and use them to inform writing, make predications and place specific links.

The words in **bold** represent the key skill needed to move up to the next level. Use this in class to self-assess your work.

Key Geographical skills= Map skills, Keywords, Physical processes, Human processes, Figures, Interrelationships, Fieldwork

History



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 geography links to case studies from across the globe whilst embedding core geographical skills to prepare students for their IGCSE/ A-Level. Our curriculum ensures that they:

- Students develop a strong understanding of key historical events, individuals, and movements that have shaped societies over time.
- They explore history at local, national, and global levels across a variety of periods and cultures.
- Historical knowledge is deepened through the use of evidence, sources, and interpretations, which are embedded into written work and discussions.
- Students examine how political, economic, social, and cultural changes have impacted people's lives across time.
- Independent historical enquiries are encouraged, helping students draw informed conclusions and build critical thinking skills.
- They engage with significant historical debates, using evidence to form balanced arguments and reasoned judgements.
- · Lessons encourage reflection on the importance of history for both present and future generations.
- Students develop the confidence to express and discuss historical ideas, interpretations, and their relevance to contemporary society.
- Collaborative tasks promote teamwork, effective communication, and shared learning.

These aims are realised through our curriculum which:

These aims are delivered through a broad and diverse curriculum, covering topics such as the British Empire, Medicine Through Time, Conflict and Tension, Elizabethan
England, and Migration. The curriculum is sequenced to build upon prior knowledge and skills, allowing students to explore increasingly complex historical issues.
Enquiry and research are central to learning, with students encouraged to investigate multiple perspectives and engage with modern historical scholarship.

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

Ongoing assessment, moderation, and student feedback are used to track progress and support learning. Students receive regular feedback linked to the History success criteria, focusing on key skills such as analysis, source evaluation, and extended writing. Assessment data is used to inform teaching and ensure students are appropriately challenged. Progress is reported through written feedback and parent-teacher consultations, with clear next steps provided. Student voice is welcomed in shaping learning experiences, and student

Year 8 Curriculum: History



	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
Term 1: Elizabeth	The Elizabethan England unit explores the later years of Queen Elizabeth I's reign, covering key political, religious, and social issues. Students study the structure of Elizabeth's government.	How effectively did Elizabeth I deal with threats to her power? UAE Link: Dynasty	Analyse Elizabeth's responses to these threats, including her use of laws, political skill, propaganda, and military action. Evaluate the effectiveness of Elizabeth's strategies in maintaining her power and stabilizing England. Assess the impact of these threats and responses on Elizabethan society and government. Develop skills in source analysis, historical interpretation, and constructing balanced arguments about Elizabeth's reign.	Assessment for Learning Keyword starter quizzes, complete the hidden drawing, improving the model answer followed by peer assessment, self assessment using class derived success criteria. Summative Assessment The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed.	Understand Key Historical Skills Studying Elizabethan England develops critical thinking, source analysis, and essay writing skills — essential for GCSE History and higher education. Elizabeth's reign shows how a leader's decisions impact a country's stability, politics, and society during challenging times. issues like religious conflict, political power struggles, and national security are timeless and help us understand modern governments and societies.	Elizabethan England (c.1568–1603) is a key topic in both AQA and Edexcel GCSE History courses. It covers political, religious, social, and economic challenges during Elizabeth's reign. Students study Elizabeth's government, the Religious Settlement, threats from Catholics and Puritans, foreign conflicts like the Spanish Armada, and social issues such as poverty. Links to English and Shakespeare.	Project-based learning lets students explore Elizabethan England through hands-on activities like creating timelines, role-playing key figures or building models of historic sites like the Globe Theatre. Students research religious conflicts, rebellions, and the Spanish Armada, then present findings through essays, presentations, or creative projects. This approach	Critical thinking Creativity Collaboration Evaluation Adaptability Analysis Research Design Thinking
Term 2: Industrial Revolution	You'll learn the causes, key inventions, and social impacts of the industrial Revolution, including urbanization, factory life, and working conditions. The topic covers technological advances, economic changes, and Britain's global influence during this transformative period.	"How did the Industrial Revolution change British society and the economy?" UAE Unic Current development with the train line linking all of the emirates.	Explain the main causes of the industrial Revolution, including technological innovations and resource availability. Describe key inventions and their impact on industry and transportation. Analyse the social effects of industrialization, such as urbanization and working conditions. Evaluate the overall economic and societal changes brought by the industrial Revolution in Britain.	Use primary sources like factory reports and worker testimonies to understand real experiences. Assessment for Learning: Silent debate feedback, peer assessment of groupwork, homework, mini whiteboards, starter quitzes, recap plenaries. Summative Assessment: 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 how modern Britain was shaped by major changes in industry, work, and society. To explore how inventions and technology transformed everyday life. To develop critical thinking skills by analysing causes and consequences of historical change. To connect the past with today's world—factories, cities, and working life all have roots in this period	Industrial Revolution topics include technological advances, economic change, and social conditions Emphasises understanding continuity and change, cause and consequence This provides an apportunity for collaboration between History and English (Victorian England)	Create a timeline of key inventions and events. Design a model factory or industrial town showing working and living conditions. Role-play a debate between factory owners and workers on working hours and wages. Research a famous inventor (e.g., James Watt or Richard Arkwright) and present their impact.	Critical thinking Analysis Collaboration inquiry Research Groupwork Presenting Adaptability Map analysis Resilience
Term 3: British Empire	You will learn about the causes and expansion of the British Empire, its impact on colonies and Britain, resistance movements, and the process of decolonisation. The unit develops skills in source analysis, understanding perspectives, and evaluating the Empire's lasting global influence.	How did the British Empire impact both Britain and its colonies? Was the British Empire good or bad? UAE Links: the UAE was partially under British influence but was never formally a colony of the British Empire. Instead, it was part of a group of territories known as the Trucial States.	Explain the key causes of British imperial expansion, including economic, political, and social motives. Describe the major events and regions involved in the growth of the British Empire, such as Africa and India. Analyse the impact of British rule on both the colonies and Britain itself, including resistance	Through exploring videos, primary and secondary sources, and timelines to understand historical events and processes. Assessment for Learning: Starter quizzes, verbal tennis, diagrams, complete the storyboard, think with your feet debates, self and peer assessment. Summative Assessment: 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 how and why important events happened in the past and how they have shaped the world we live in today. To be able to evaluate different perspectives and understand how history influences society, culture, and politics now. To think critically about the past and learn lessons that help us make better decisions for the future	Cross-Disciplinary Links: Connects history with geography (understanding historical geography), ditizenship (understanding the development of political systems), and literacy (developing writing and reasoning skills). Global and British Context: Encourages exploration of both British history and wider world history, helping students understand local and global historical impact.	Create a Virtual Museum Exhibit: The Impact of the British Empire Sections could include India, Africa, the Caribbean, Australia. Explore economic benefits, resistance and rebellion, cultural changes, and long- term consequences. Include real historical sources (photos, letters, maps) and Interpretations (AO2 + AO3).	Technical skills Design thinking Critical thinking Analysis Research Evaluation Justifying Collecting supporting evidence IT Skills

Year 8 Success Criteria: History



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Knowledge & Understanding	Limited ability to use knowledge and understanding	I can describe key events, people, and periods in detail.	I can explain key events, people, and periods in detail.	I can explain how events, people, and periods shaped societies over time, linking local, national, and global history.	I can evaluate how events, people, and periods shaped societies over time, linking local, national, and global history.
Chronology Limited ability to understand chronology		I can put some events in the correct order.	I can use chronology to determine the order of events.	I can explain changes across a period and identify what stayed the same.	I can analyse change and continuity across different periods and explain patterns over time.
Use of Sources	I can use a source to find simple information.	I can describe the content of a source.	I can make inferences from sources and explain their usefulness.	I can successfully engage with the origin and the content of a source and I can communicate this through writing.	I can evaluate sources critically, considering reliability, provenance, and purpose.
Evidence & Interpretation	Evidence & Interpretation I can give my opinion without using evidence.		I can support my opinion with some evidence, and I can begin to develop my writing to explain evidence and interpretation.	I can explain evidence and interpretations in my writing,	I can build balanced arguments using evidence and explain different historical interpretations.
Cause & Consequence I can say what happened in an event.		I can describe why an event happened and what changed as a result.	I can explain why an event happened and what changed as a result.	I can begin to analyse multiple causes and consequences.	I can analyse multiple causes and consequences, weighing which were more significant.
Enquiry & Communication	I can answer simple questions about the past.	I can write simple sentences about the past and I can add key knowledge to support my answer.	I can create questions to guide my research.	I can write a clear paragraph, making a point with evidence.	I can plan and carry out a historical enquiry, drawing conclusions from different sources.

Islamic (Native)

المنهج

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يتسم تلاميذ مدرسة هورايزون الدولية بالذكاء 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 لملاتزام بالشعور بارتباط خاص تجاه مجتمعك
*تثقيف حول الثقافة الاجتماعية والإسلامية وكذلك التقاليد وفقا لبلدهم.
*الانخراط في مجموعة واسعة من النصوص القرآنية ، وقصص أحاديث الأنبياء ، وتعاليم الإسلام للتعرف والامتكشاف (القول والشعور والتفكير والتصرف كمسلمين)
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" وتعرب في مجموعة واستعه من استعمولت العراقية ، وتتقلعل الحديث الربيع ، وتعايم الإسلام سعرت والمستعمد *استكشف الأحداث والشخصيات المهمة للإسلام لتعكس وتتفاعل مع سياقها الاجتماعي والثقافي والسياسي والتاريخي

المتحمق الإخداث والمتحصيات المهمة تارسارم للعصل ولتفاعل مع السوقها الإجلماعي والتفاقي والسياسي والشارية *تدرب على أن تصبح شخصًا قويًا نفسيًا و ذهنيًا للتعامل مع المشكلات وكذلك المشكلات اليومية

*أن يكونوا مجهزين بالمهارات اللازمة ليصبحوا مسلمين نشطين وناجحين ومواطنين يتقبلون 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 فرصنا للتلاوة والقراءة والحفظ من خلال الوصول المستمر إلى المكتبة وتخصيص الموضوع الأسبوعي

*تنظيم وترتيب الدروس في المدرسة وبعد المدرسة لتلاوة وحفظ وتحليل الأيات القرأنية والأحاديث والقضايا المعاصرة.

*تأكد من أن المنهج يجب تعديله وتكييفه تدريجيًا للتحقيق 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

CPD

عند الاقتضاء



Year 8 Curriculum: Islamic (Native) الصف 8 خطة التربية الإسلامية

	مالاة سأتطم!	سوال تطيمي كبير	أهداف التطم	كيف سأتطم هذا؟	لماقا سأتحلم هذا؟	الربط بالمواد الأخرى	التعلم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهازات اللطم
الترم الأولي: - البعث والتشور (اسورة ق 1 - البعث والتشور (اسورة ق 1 - 2). (قر أن كريم) - 2: المستطلون في خلل الرحمن (حنيث شريف) - 3: الله وحدادية الله تعلى وقدرته (المترة الإيمارية) - 4: مر الله الله تعلى (قيم الإسلام) - 5اليم والمسح على الخفين الميارية (المبارة) - 4 مر وة الأحزاب (المبيرة الليوية) - مشكلة التقر في العالم الأسلامي. (الشناية المعاسرة)	هذا الفسل يقرأ ورحال السورة وقواعدها ، وستكشف المديث الأعمل الياسة في الإسلام. كذاب الوزارة الوحدة 1 و 2	لماذا يحرص المستعون على المستعون على التروة وحفظ القران والحديث! الإمازات:- الإمازات:- مكان لعبادة الله سيحته وتعالى والمصنيات في المستجد والمحازات التجازية والمداز التجازية والمدازس وأمان المعن والمدازس وأمان المعن والمدازس وأمان المعن والمدازس	"يوضح مظاهر عظمة الله وقدرتم. "يوضح مظاهر عظمة الله وقدرتم. "يوضح أسباب الفوز بطل الله تعلى يوم القيامة. "يستنج أثر القوى في حياة الود و المجتمع. "يستنج كفية بناه المحجة على أن الله واحد لا شريك لم. "يوضح الأسباب المعينة على تعلى بالمطرة و العقل. "يوضح الأسباب المعينة على مراقبة الله تعلى. "يوضح أحداث غزوة الأحزاب. "يوضح أحداث غزوة الأحزاب. "يوضح مبنائي، الإسلام في علاج الفقر. "يوضح مبنائي، الإسلام في علاء الفقر. "يوضح مبنائي، الإسلام في باب التوبة. "يوضح منفوم النبع و المستح على المفتن. "يوضح أحداث غزوة الأحزاب. "يوضح أحداث غزوة الإحزاب.	ستعلم من خلال قراءة وتحليل واستكلم الحقيقي والأخرة التغيم من المل التعلم الاسلام التغيم من المل التعلم التغيم من المل التعلم التغيم من المل التعلم التغيم أن موضوع ووحدة مشروع قاعدة البست. طلقي المستوع تشعين التغيم مدى التغيم التاريخ أما التغيم التغيم مدى التغيم التعلم التعليم التعليم التعليم التعليم التنزية والتعلم / هيئة المعرفة والتعلم / هيئة موضوعي وذائي.	تلاوة وحفظ السورة من جزء عم وثبارك، وكذلك المديد السور والأحدثيث وتحتيها فهد وزيط تعالم الإسلام الكيف يمكن أن يدعمك ويسمح لك بالتفكير التفني و الإبداعي	هذا يبني على معرفتك الحالية بمختلف الدور و المعايير من السف 7 من السف 7 التوبية واللغة العربية: الثوبية الإسلامية واللغة العربية: اللغة العربية مدرورية لفهم كتاب الدخطي بما فيه من الثوبية الإسلامية والتنزيخ و الجغرافي: سخر الد المسلامية والتنزيخ و الجغرافي: مسخانه وتعلى محل در استها والمحمق فها الدولوف عند حماء الد الى النظر والتملل المتمام المؤمن عنما الثوبية الإسلامية والمحوم: الثوبية الإسلامية والمحوم: الثوبية الإسلامية والتكوم: سخر أنه فيه من مخلوفات لبني الدولود؛ يكل ما التوبية الإسلامية والتكولوجية. التوبية الإسلامية والتكولوجية المعرفة والمعارف وجمع والمعارف من خلال البحدة والاستقساء وجمع المعاومات	غيمات مستمرة في نهاية حلال موضوع ورحدة. حلط السورة القرائية الشرية الشرائية والأحداث والمسابقة في الأسبوع عمل المستور اللحقق من الحليم عن الأنبياء وتطبيع. مواسلة العمل عليها الإسلامي التسنيق والمعالين الإسلامي المستبق والمعالين الإسلامية المستبق والمعالين الإسلامية الأخرى الأسلامية الأخرى الأسلامية الأخرى الأسلامية المستبق الأخرى المستورة المعالين الإسلامية الأخرى المستورة المعالين الإسلامية الأخرى	العصف الذهني التنكير الإبداعي التنكير الإبداعي الروقع الربط بالمواقع الرجط بالمواقع الأخرى حلى المشكلات المشكلات التنكير الذاك
الترماتنر و الثاني :- الوحي الألهين: (5) (قر أن كريم) (6) (قر أن كريم) (7) (قر أن كريم) (7) (الاعتبال في الإنفاق حديث (7) (الفكر في الإسلام (المقارة (الإسلام) (8) الممل عبدة وحصدارة. (قيم الإنساني) (8) المملاة المسافر والمريض (المبانات) (المبانات) (المبانات) (المبانات) (المبانات) (المبانات)	هذا الفسل بقرا وبحل السورة وقواعدها ، ويستكشف الحديث ، ودلالة يعض الأعمال الهامة في كانب الورازة كانب الورازة الوحدة 3 و 4	ما هي أهية السندات في السندات؟ المحاد طولا المشكلة الإسراف؟ المشكلة الإسراف؟ الأعمل والمساعات في القران الكريم؟	يبين المعنى الإجمالي لذيات الكريمة الوضح مظاهر علم الدرعتاء الوضح مظاهر علم الدرعتاء الوضح مظاهر علم الدرعتاء المستبط خطر الإسراف والشيئر في المجتمع البين شروط المملل المسلح المستبط في العمل المسلح المستبط في العمل المسلح المستبط المستبط المستبط المستبط المستبط المستبط المستبط المستبط المستبط الدروس والمبر من حياة العمل أبو حليقة المستبل (رحمه الله).	ستعقر من خلال قراءة وتعطيل واستكلف وربط تعليم الإسلام بالعقر الخفرة التقييم الأخرة التقييم التقييم من اجل التعليم التقييم من اجل التعليم التقييم مدى معلز وزارة التربية والتعليم / هيئة المعرفة والتنايية الشرية في شكل معلز وذارة التربية والتعليم / هيئة المعرفة والتنايية الشرية في شكل موضوعي وذاتي.	تاثرة وحفظ الدورة من جزء هم وتبارك. وكاتلك تحديد الدور والأحاديث وتحليها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعنك ويسح لك بالتفكير التندي والإبداعي.	هذا بينى على معرفتك الحالية بمختلف المعايير والسور من الترم 1. التربية الإسلامية واللغة العربية: الله العربية ضرورية لفهم كتاب الله تعلى بما غيه من التربية الإسلامية والتاريخ والجغرافيا: معل ودلالات سخر الله للإسمان الأرض والسعاء، قد جعلها الله مسخرا الله للإسمان الأرض والسعاء، قد جعلها الله جوالب عظمة الخالق عز وجل اعتمام المؤمن عنما التربية الإسلامية والتقوم: دعاء الله إلى النظر والتأمل الايت النظر، وهي التوبية الإسلامية والتقوم: سعر أنه فيه من مقلوقات ليني أنم سعر أنه فيه من مقلوقات ليني أنم التربية الإسلامية والتقولوجيان من أنه غيام الملكية والتقولوجيان المعرفة والمعارة من خلال البحث والاستقساء وجمع المعارفات	تقيمات سنمرة في نهاية حفظ السورة القرائية والاحاديث الليوية الشريقة في الأسبوع ومتحيلها في قاتك. تخصيص مشروع بحث فسير التحقق من تعليم عن الأبيياء وتعليمهم. مواسلة العمل على التعليم الإسلامي التحييق والمعايير الإسلامية الاخرى	العصف الذهابي التفكير الإيداعي التفكير الإيداعي الريط بالواقع الريط بالواقع الريط بالواقية الوطنية حلى المشكلات التفكير الذات



الصف 8 خطة التربية الإسلامية (Native) عطة التربية الإسلامية (Year 8 Curriculum: Islamic (Native)

	ملأا سأتطم؟	سوال تعليمي ڪپير	أهداف التعلم	كيف سأتطم هذا؟	لماذا سأتطع هذا؟	الريط بالمواد الأخرى	النظم القالم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهارات التطم
الترم الثالث:	هذا الفصل يقرأ ويحلل السورة وقواعدها، الحديث، ويستكشف ودلالة بعض الأعمال الإعمال	كيف ومتى السيرة النبوية السيرة النبوية المسلمين في الحياة؟ المارات: الممارات المارات المارات المن وسلامة المقومين على اراضيها.	بيين المعنى الإجمالي للابات * الكريمة والكفر وستنتج دلالة ذكر عاقبة الإيمان * والكفر وحضح فضل كفالة اليتيم عند الله* وستنتج أثر كفالة اليتيم في حياة * اليتيم والمجتمع "يستنبط فواند التواضع للفرد "يوضح الوسائل المعينة على التواضع. وينز بين أنواع صلاة التطوع* ويبين قضل صلائي الضحى والليل* ويستنج أسياب خروج المسلمين إلى * وضح عوامل إزدهار الحضارة * ويبين دور دولة الإمارات في الحفاظ العربية والإسلامية	منتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة لهاية كل موضوع ووحدة. الخيارات قصيرة ، وردود فعل المشروع قاعدة البحث. التقييم الشغهي مشروع قاعدة البحث. التقييم الشغهي التهاية الطلاب في تطوير وتحليل النهائي المعرفة والتنمية البشرية في معيار وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	- قراءة وحفظ السورة من جزء عم وتبارك. السور السور وكذلك تحديد والاحاديث فهم وربط تعاليم المخف الاسلام المخف ويسمح لك والإبداعي.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من النزم 2. النزيية الإسلامية واللغة العربية: اللغة العربية واللغة العربية الإسلامية واللغة العربية الإسلامية والتاريخ عمل التربية الإسلامية والتاريخ عبد الله للإنسان الأرض والسماء، فقد جعلها الله سبحانه وتعلى محل براستها والتعبق فيها للوقوف عند جوالب عظمة الخالق عز وجل اهتمام التربية الإسلامية والعلوم: والتطر، وهي دعوة من الله تعالى إلى التطر، وهي دعوة من الله تعالى إلى التطر، وهي دعوة من الله تعالى إلى التطر، فيه من مخلوفات لبني الم التربية الإسلامية والتكول، بكل ما سخر أ الله المعرفة والمهارة من خلال البحث المعرفة والمهارة من خلال البحث المعرفة والمهارة من خلال البحث	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرانية والأحاديث التبوية الشريفة قاتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم مواصلة العمل على التعليم الإسلامي لتضييق الفجوة والمعابير والمديث والمعابير الإسلامية الأخرى	العصف الذهني التفكير الإبداعي الربط بالواقع الأخرى الإبداعي الربط بالوثيقة الوطنية حل التفكير الذاقد التعلوني التعلوني التعلوني



Year 8 Success Criteria: Islamic (Native) 8 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى	العمل نحو المستوى	العمل ضمن المستوى	العمل فوق مستوى التوقعات	العمل بشكل ملحوظ فوق مستوى التوقعات
الوحي الإلهي (القرآن الكريم - الحديث الشريف) التلاوة - الحفظ - التحليل يظهر الطالب حفظًا وفيمًا 3.1.1 يظهر الطالب عن القرآن ومعرفة يمعانيها الشرعية وتطبيقًا لأحكام تلاوتها. للاحاديث النبوية الشريفة وفهمًا للاحاديث النبوية الشريفة وفهمًا لمعانيها وتطبيقًا لأحكامها.	الفهم المحدود أو غير الدقيق لايات القرأنية والأحاديث الشريفة لكنه يجد صعوبة في الريط بين معاني الأيات	بعض الفهم للأيات القرآنية ونصوص	- يقرأ السور القرآنية المتضمنة في المنهج بنجاح جزئي. يطبق جزئياً أحكام التجويد: الميم الساكنة. يسمع الأحاديث الواردة في المنهج بنجاح جزئي.	- قراءة السور القرآنية المتضمنة في ♦ المنهج بشكل صحيح في معظم الأوقات يقسر ينجاح معاني أيات سور القرآن ♦ المتضمنة في المنهج يطبق غالبًا أحكام الميم الساكنة. ♦ - يسمع الأحاديث بشكل صحيح في معظم ♦	- يسمع بالكفان السور القرآنية المقررة. - يفسر بدقة المعاني العامة لايات السور القرآنية - يطبق بدقة احكام الميم الساكلة. - يسمع بالكفان الأحاديث الواردة في المنهج بدقة. يشرح بدقة المعاني العامة للأحاديث المدرجة في المنهج ويربطها بالحياة الواقعية.
العقيدة الإسلامية التعليل التعرف والاستكشاف والتحليل التعرف والاستكشاف والتحليل شرعيًا في مجال العقيدة الإسلامية. يظهر الطالب وعيًا وإيمانًا 2.1.2 بأسس الإيمان بالله تعالى وصفاته وملانكته وكتبه ورسله.	بايجاز (المغيث والحليم) يجد صعوبة في القيام بعملية الاستقصاء يتشجيع مع المعلم يشارك في مشاريم الانشطة	الحسنى (المغيث والحليم). - يستقصى بعض ملامح المطاهر محدودة للحلم الإلهى في الواقع الإنساني.	والحليم) يستقصني بعض ملامح ومظاهر محدودة للحلم الإلهي في الواقع الإنساني. يشارك في مشاريع الأنشطة المدرسية الخاصة بالمادة.	(المغيث الحليم).	اسمين من أسماء الله الحسني: (المخيث والحليم) وتأثير هما الاجتماعي. يستقصي باستفاضة ملامح ومظاهر الحلم الإلهي في * الواقع الإنساني.



Year 8 Success Criteria: Islamic (Native) 8 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى	العمل نحو المستوى	العمل ضمن المستوى	العمل فوق مستوى التوقعات)	العمل بشكل ملحوظ فوق مستوى التوقعات)
قيم الإسلام وأدابه	- نادرًا ما يربط بين العمل ١	- يربط بشكل سطحي بين 💠	- يربط بشكل سطحي بين - 💠		- يربط بشكل مكثف بين العمل والعبادة في ا
على المسح والدالية	والعبادة في الإسلام			180 C C C C C C C C C C C C C C C C C C C	الإسلام موضحًا أثرها في تنمية المجتمع.
المترح واريط واستقصي					
		- يستخلص بشكل جزني أثر 🌣	- يستخلص بشكل جزني أثر 🌣	- يستخلص بشكل صحيح معظم ❖	
يظهر الطالب فهمًا 1.1.3	مراقبة الله على السلوك من خلال	مراقبة الله على السلوك من			الله على السلوك من خلال موقف قصصي بدليل
وتمثلا لقيم الإسلام الفردية	موقف قصصتي.	خلال موقف قصصي مع			The state of the s
والجماعية في سلوكه.		وجود أخطاء	The state of the s		- يبر هن يشكل موسع على فضل التواضع على *
	التواضع	- يبرهن بشكل جزئي على 🌣		التواضع.	
Section and registration in control	- يدلل بشكل غير صحيح على 🌣	فضل التواضع.	The state of the s		التي تثبت تواضعه.
يظهر الطالب فهمًا 1.2.3	التزامه بقيمة التسامح في	- بدلل بشكل جزئي على 💠		التزامه بقيمة التسامح في معاملاته	
وتطبيقًا لأداب الإسلام.	معاملاته وعلاقاته الإنسانية	التزامه بقيمة التسامح في	بقرمة التسامح في معاملاته	وعلاقاته الإنسانية.	
D 04 10 17 P	- يسمع بشكل غير صحيح نهانيًا 💠	معاملاته وعلاقاته الإنسانية.	وعلاقاته الإنسانية	- يسمع بشكل تام وبطلاقة دعاء 💠	التسامح مع الأخرين. (أعلى قيمة في الإمارات
	دعاء كفارة المجلس	- يسمع دعاء كفارة المجلس 💠	- يسمع دعاء كفارة المجلس مع 💠	كفارة المجلس.	العربية المتحدة)
	- يذكر بشكل محدود آداب 💠	مع وجود أخطاء كثيرة وبتردد.	وجود أخطاء كثيرة وبتردد.	- يشرح بشكل تام آداب المجالس. 💠	- يسمع بشكل تام ويطلاقة دعاء كفارة المجلس، 💠
	المجالس.	- يشرح بشكل جزني أداب 💠	- يشرح بشكل جزئي آداب 💠	Access to Mill towards	موضيحًا معناد العام وأهميته
	West W	المجالس.	المجالس.		- يشرح بشكل موسع أداب المجالس موضحاً 🌣
		1000.000			أهمية الالتزام بها.
أحكام الإسلام ومقاصدها	- يذكر بعض أحكام الرخص في ا	- پربط بشکل سطحی بین 💠	يربط بشكل سطحي بين 💠	- يريط بشكل عميق وتام بين 💠	يربط بشكل موسع بين أحكام الرخص في ١
90ath-1 6440	الطمار قرو الصلاق	أحكام الرخص في الطهارة،	أحكام الرخص في الطهارة،	أحكام الرخص في الطهارة،	الطهارة، والصلاة، ومقاصدها الشرعية ، ويقارن
وصف - تصنيف - استنتاج	- يذكر بشكل محدود سنن الفطرة ٠	والصلاة، ومقاصدها الشرعية.	والصلاة، ومقاصدها الشرعية.	والصلاة، ومقاصدها الشرعية.	بيتها.
يظهر الطالب 3.1.4	وأحكام الغسل.		- يشرح بشكل جزئي سنن 🐟	- يشرح بشكل تام سنن الفطرة 💠	105rd8
معرفة بفقه العبادات ويؤديها		الفطرة وأحكام الغسل.		The state of the s	- يشرح بشكل موسع سنن الفطرة وأحكام الغسل.
بطرقة صحيحة.	- يذكر جزئي أنواع صلاة ،				
004000 400	التطوع.	- يبين بشكل تام ودقيق أنواع 💠	- يبين بشكل ثام ودقيق أنواع 💠	- يبين بشكل تام أنواع صلاة 💠	- بيين بشكل موسع أنواع صيلاة النطوع وأثرها 💠
يظهر الطالب 1.3.4		صلاة التطوع وأثرها في حياة			- يبين بشكل موسع أنواع صلاة التطوع وأثر ها م
معرفة وفهما لقواعد الأحكام		المسلم	licalle	, , , ,	
الشرعية.			3500		



Year 8 Success Criteria: Islamic (Native) 8 قواعد معايير النجاح للصف

معايير النجاح	العمل دون المستوى(1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل قوق مستوى التوقعات (7-6)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 - (2)
السيرة النبوية والشخصيات يستخلص الطالب المبادئ 3.1.5 والعبر من سيرة النبي (صلى الله عليه وسلم)من هجرته وحتى وفاته. يظهر الطالب معرفة 1.2.5 واقتداء يشخصيات إسلامية بارزة لها في خدمة الإسلام والمسلمين.	 پستطيع سرد غزوة الأحزاب وصلح الحديبية، مع وجود خلط وأخطاء لا يمكنه استخلاص مواقف حرص اللبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلح الحديبية. پستطيع سرد جوانب من حياة الصحابية رفيدة الأسلمية رضي الله عنها والإمام كثيرة. لا يستطيع استخلاص الدروس والعبر كثيرة. لا يستطيع استخلاص الدروس والعبر العستفادة من ميرة الصحابية رفيدة الأسلمية رضي الله عنها والإمام أبي 	 پستطيع وصف غزوة الأحزاب وصلح إجد صعوبة في استخلاص مواقف حرص اللّبيّ صلى الله عليه وسلم على عزوة الأحزاب وصلح المديبية. عنواة الأحزاب من حياة الصحابية رفيدة الأسلمية رضى الله عنها والإمام أبي حنيفة. يجد صعوبة في استخلاص الدروس والعبر المستفادة من سيرة الصحابية رفيدة الأسلمية عنها والإمام المي حنيفة. 	حرص اللبق صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلح الحديبية. بستطيع سرد جوانب من حياة الصحابية رفيدة الأسلمية رضى الله عنها والإمام أبي حنيقة. يجد صعوبة في استخلاص الدروس ◆	 پيتظيع وصف غزوة الأحزاب وصلح الحديبية بنقة. پيتظيع استخلاص مواقف حرص اللين صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب وصلح الحديبية. پيتطيع التحدث بلغة مناسبة عن جوانب من حياة الصحابية رفيدة الأسلمية رضي الله عنها والإمام أبي حنيفة. پيتطيع استخلاص بعض الدروس والحبر ♦ المستفادة من سيرة الصحابية رفيدة الأسلمية رضي الله عنها والإمام أبي حنيفة. 	 بستطيع تلخيص غزوة الأحزاب وصلح الحديبية بدقة، بستخلص بدقة مواقف حقن الدماء وتعزيز السلام غزوة الأحزاب وصلح الحديبية, بستطيع تلخيص جوانب من حياة الصحابية رفيدة الأسلمية رضي الله عنها والإمام أبي حذيفة بدقة. بستخلص بدقة الدروس والحبر المستفادة من بسيرة الصحابية رفيدة الأسلمية رضي الله عنها والإمام أبي حنيفة.
الهوية والقضايا المعاصرة يظهر الطالب اعتزازه 1.1.6 بشخصيته و هويته ووطنه وتقديره لتراثه و تقافته، والتزامه بثوابه يظهر الطالب فهمًا للقضايا 1.2.6 والتحديات المعاصرة وقدرة على تطيلها وإيجاد حلول لها معتمدًا على المبادئ والحكام الإسلامية	 بدرك معنى الحضارة عمومًا، وبصعوبة يستتج المبادئ التي قامت عليها الحضارة الإسلامية، ولا يستطيع تصميم مشروع عن الحضارة. يدرك الفجوة بين الأغنياء/ والصدقة، ولكنه لا يستطيع تصميم مشروع بالوسانط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء. 	 پدرك معنى الحضارة عمومًا، ويستنتج خالبًا- المبادئ التي قامت عليها الحضارة الإسلامية، ويُصمّم مشروعًا شكليًا عن الحضارة الإسلامية. يُفسَر بشكل جزئي الفجوة پين الأغنياء/ الفقراء بين الأغنياء/ الفقراء تصميم مشروع بالوسائط ولكنه يجد صعوبة في تصميم مشروع بالوسائط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء. 	 بدرك معنى الحضارة عمومًا، ويستنتج خالبًا- المبادئ التي قامت عليها الحضارة الإسلامية، ويُصمّم مشروعًا شكليًا عن الحضارة الإسلامية. يُفسّر بشكل جزني الفجوة بين الأغنياء/ الفقراء ومفهوم الزكاة والصدقة، تصميم مشروع بالوسانط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء 	 يدرك معنى الحضارة بوضوح ويربط بين سمات الحضارة الإسلامية والمبادئ التي قامت عليها ويصمةم مشروعًا متكاملًا عن الحضارة الإسلامية. يُفسر بشكل كامل الفجوة بين والصدقة، ولكنه يجد صعوبة في تصميم مشروع بالوسائط المتعددة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء. 	بُحدد معنى الحضارة بدقة ويربط بين نتائج الحضارة الإسلامية ومبادئها التي قامت عليها ويصم مشروعًا شاملًا الإمارات. بُصم بدقة مشروعًا بالوسائط بُصم بدقة مشروعًا بالوسائط بين المتحدة لإجراء المقارنة بين حياة الأغنياء وحياة الفقراء، ويستنج الأسباب، ويقترح حلولًا للمشكلة على اساس موروثه الوطني.

Islamic (Non-Native)



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

Year 8 Curriculum: Islamic (Non-Native)



	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/Furt her Exploration	Learning Skills
Term 1: Divine revelation: Resurrection and Raising up (Surat Q. 1–15). (Holy Qur'an) The people who will be in the Shade of the Most Gracious (Hadith Noble) Evidence of the oneness and power of Allah Almighty (the faith) Observing Allah (Islamic values) Tayammum and wiping over the socks (worship) The Battle of Al- Ahzab (The Prophet's Biography) The problem of poverty in the Islamic world. (Contemporary Issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam, Ministry book Unit 1 & 2	How and why do Muslims recite Quran and hadeeth? UAE Link:: Urging the residents to conserve water and abstain from wasting it.	 Recite and analyse the meaning of surat Qaf 1-15. Explain the manifestations of Allah's greatness and power. Enlist the evidence of resurrection and raising up. To read and explain the hadeeth. Analyse and explain the reasons for winning the shade of Allah (SWT) on the day of judgement. Rcognise the condition of sincere repentance. Proves the oneness of Allah Almighty by nature and reason. Explains the reasons for Allah Almighty's monitoring. Identifies the benefits of observing Allah's Almighty. Identify the concepts and the right way of demonstrating the ablution. Compare and contrast dry ablution and wiping over socks To explain the events, cause, and result of the battle of confederates. Identify the concept of poverty. Explain the dangers associated with the problems of poverty Explain Islam's principles for dealing with poverty 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment, This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.	This builds on your existing knowledge about various standard and surah from 7 This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Assign short research project to check their learning on Prophets and their teaching. Continue working on Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 8 Curriculum: Islamic (Non-Native)



	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/Furt her Exploration	Learning Skills
Divine revelation The All-Knowing Creator (Surat Q. 16–30). (Holy Qur'an) Moderate spending (hadith) Thinking about Islam (faith) Working is a worship and civilized act. (Islamic values) The prayers of the travelers and the sick (worship) Imam Abu Hanifa Al-Numan (Biography of the Prophet and Personalities)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. Ministry book Unit 3 & 4	How Islam is easy religion? Why Moderation in is important in each path of life? UAE Link: 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 a at the global level.	 ♣ To recite and analyse the surat Qaf 16-30. ♣ To recognise and descried the significance of referring to previous nations. ♣ Explains the aspects of Allah's knowledge and justice. ♣ Explains the relationship between extravagance and vanity. ♣ Explore the danger of extravagance to the individual and society. ♣ Provide evidence that fundamentalism and extremism are not part of Islam. ♣ Explains the conditions for good deeds. ♣ Extract the benefits of work for the individual and society. ♦ Demonstrate between traveler and sick prayers. ♣ Compare the ruling on joining prayers and shortening prayers. ♦ Describe the right way of sick person to perform prayer on time. ♦ Describe the biography and teaching of Imam Abu Hanifa Al-Numan (R.A.). 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment, This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.	This builds on your existing knowledge about various standard and surah from term1. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum learn 1 Hadeeth fortnightly and upload in your channel. Assign a short research project to check their learning on Isra Al Miraj and Prophets. Continue working on Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 8 Curriculum: Islamic (Non-Native)



	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
Divine revelation: Surah Ar-Rahman (1–25). (Holy Qur'an) Take care of orphans (hadith) Humbleness (Islamic values) Voluntary prayers (Duha and Night) (worship) The clear conquest (the Prophet's biography) Arabic Islamic civilization. (identity and contemporary issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. Ministry book Unit 5 & 6	How and when important personalities and prophets teaching support Muslims in life? Link to the UAE: 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	 ♣ To recite and analyse the meaning of Surat Al Mulk. ♣ To analyse and explain the ways to thank Allah for his gifts. ♣ infers the significance of mentioning the consequences of faith and disbelief. ♣ Explains the virtue of sponsoring an orphan in the sight of Allah. ♣ Concludes the impact of sponsoring an orphan on the life of the orphan and society. ♠ Extracts the benefits of humbleness for the individual and society. ♠ Explains the methods that help with humbleness. ♣ Distinguish between types of voluntary prayer. ♦ Explains the virtue of the Duha and night prayers. ♠ Infer the reasons for the Muslims' departure to Mecca. ♠ Explains the factors behind the prosperity of Arab and Islamic civilization. ♦ Explore role of the UAE in preserving Arab-Islamic civilization. 	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. Assessment for Learning: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Summative Assessment: Final Oral assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.	Recite and memories the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.	This builds on your existing knowledge about various standard and surah from term 2. This builds towards deeper knowledge and understanding about teaching of Islam and Prophets. This provides an opportunity for collaboration between History, Geography. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and In-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Continue working on Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration inquiry Analysis Evaluation Reflection Independence

Year 8 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Reading Divine Revelation(Quran + Hadith) Recite, memorise and analyse	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.
Islamic Creed Recognise, explore and analysis	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 Al-Mughith, Al-Halim (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 Al-Mughith, Al-Halim (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: Al-Mughith, Al-Halim (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
Islamic Values Explain, connects and investigate	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.

Year 8 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Islamic Rulings and its purposes Describe, classifies and conclude	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 Al-Ftrah 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 Al-Ftrah and the rules of Ghus! - 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 Al-Ftrah and the rules of Ghusl - Explains extensively the types of voluntary prayer and their impact on the Muslim life, explaining that with examples.
Prophet's biography & Personalities	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 Hudaybiah 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 Hudaybiah 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 Hudaybiah 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 Hudaybiah 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 Hudaybiah Reconciliation. - Concludes accurately situations of preventing blood shedding and promoting peace through the Battle of Al Ahzab and Al Hudaybiah 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.
National Identity and Contemporary Issues	Limited ability to understand the national identify 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



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

Year 8 Curriculum: Mathematics



	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
Unit Zero: Thinking Mathematically	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.	- When does data becoming big data? Where does it come from, how is it captured, processed and stored? - How does your Mathematical journey evolve through your school career and beyond? UAE Link: 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.	Develop key mathematical skills such as: Processing and interpreting large volumes of information/data Thinking systematically and strategically Reasoning rigorously and considering certainty Efficiency, curiosity, enquiry, research and exploration Conjecture, generalisation and rules	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 builds on existing understanding of Maths as a subject and the ability to approach a variety of problems. This builds towards gaining a deeper understanding of how mathematical study is organised and how it can be applied in the future. This provides an opportunity for collaboration with Geography and GIS.	Domain of Science: Map of Mathematics Freakonomics — Steven D. Levitt and Stephen J. Dubner A Mathematician's Apology — G.H. Hardy Royal Institution: The power of Mathematicial Thinking TedEd: How Big Data con influence decisions that octually matter World Economic Forum: What is Big Data	Critical thinking Creativity Collaboration independence Problem- solving Leadership Exploration Resilience Curiosity Research Adaptability Generalisation
Unit 1a: Mathematical Processing 2 Unit 1b: Number Subsets CASIO SCIENTIFIC CALCULATOR REQUIRED FROM THIS POINT	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.	- How do the properties of a number contribute to the sets it fits within? - Why are prime numbers such a rich field of mathematical study - How are numbers used in the world of encryption? UNE Link: The UNE has strong Cybersecurity laws and requires encryption of data in many industries. Numbers, specifically primes, play a large role in this.	1. Master the basic skills within a topic Understanding cancepts Remembering rules and formules Application of knowledge Repeating processes 2. Apply your understanding of the topic to solve a variety of problems: Make links across topics Multi-step problems	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	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 builds on your existing knowledge of number, particularly from Y7 Unit 1. This builds towards gaining a deeper understanding of categorisation of numbers and their links to other subjects. This provides an opportunity for collaboration with ICT and/or Computer Science.	Uncle Petros and Goldbach's Conjecture – Apostolos Dovindis The Music of the Primes – Mancus Du Soutoy Numberphile: Googol and Googolplex - Infinity is bigger than you think - All the Numbers - Goldbach Conjecture Ganesh Pail: Making sense of Irrational numbers	Critical thinking Creativity Collaboration independence Problem-solving Exploration Curiosity Research Efficiency Adaptability
Unit 2: Expressions, Equations and Inequalities	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.	How can real life problems be described and solved using algebra? What is the role of algebra in problem solving? UAE Link: 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.	Creative and efficient approaches Critical thinking Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	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.	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 builds on algebraic skills and concepts encountered in Y7 Unit 2. This builds towards gaining a deeper understanding of algebraic manipulation and using it to solve equations and inequalities, including within context. This provides an opportunity for collaboration with Science.	Fermat's Last Theorem – Simon Singh Numberphile: • The fundamental theorems of Algebra NRICH – The development of Algebra (part 2)	Critical thinking Collaboration Independence Exploration Resillence Curfosity Efficiency Adaptability

Year 8 Curriculum: Mathematics (Continued)



3	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
Unit 3: 2D and 3D Shapes	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.	- How is geometry used in navigation, GPS and mapping the Earth's surface? - What are the Axioms of Euclidean Geometry and how can we use these self-evident statements to prove everything else? - Do different types of Geometry exist? UAE Link: 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.	1. Master the basic skills within a topic - Understanding concepts - Remembering rules and formulae - Application of knowledge - Repeating processes	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	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.	This builds on your existing knowledge of shapes and algebra, particularly from Y7 Unit 2 and 4 and Y8 Unit 2. This builds towards gaining a deeper understanding of structure and spatial relationships, leading onto trigonometry, Pythagoras' theorem and volume. This provides an opportunity for collaboration with art and graphic design.	TedEd: - The Complex Geometry of Islamic Design Numberphile: - A brief History of Pi NRICH: 3D Drawing, Geometry: A History from practice to abstraction	Critical thinking Creativity Collaboration Independence Problem-solving Leadership Exploration Resilience Curiosity Adaptability
Unit 4: Proportion and Measures	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.	- How does the AED hold up against other currencies in the current economic climate? - How do the fluctuations of the US Dollar impact the strength of the AE Dirham - How is proportion used to build a global city UAE Link: Converting between AED and other currencies is vital in the Global hub for economy and trade.	2. Apply your understanding of the topic to solve a variety of problems: Make links across topics Multi-step problems Creative and efficient approaches Critical thinking 3. Explore outside of the traditional curriculum areas:	I 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.	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.	This builds on your existing knowledge of ratio and proportion, particularly Y7 Unit 3. This builds towards gaining a deeper understanding of the idea that proportional reasoning underpins many topics and contexts. This provides an opportunity for collaboration with Science and Business.	NRICH – The dangerous ratio At Sixes and Sevens – Rachel Riley Alex's Adventures in Numberland – Alex Bellos	Critical thinking Creativity Collaboration Independence Problem-solving Leadership Exploration Resilience Currosity Adaptability Efficiency
Unit 5: Introduction to Coordinate Geometry	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.	- How can straight line graphs be used to predict trends in data that shows a positive or negative correlation? - How can population growth be predicted using a straight-line graph model? UAE Link: 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.	Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	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.	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.	This builds on knowledge of coordinates from Y7 Unit 4 and on understanding of expressions, equations and formulae. This builds towards gaining an understanding of how to communicate a relationship between two variables and towards the IGCSE Graphs, Functions and Calculus progression. This provides an apportunity for collaboration with Science and Business.	TedEd: - How math is our real sixth sense Numberphile: - Amazing Graphs NRICH: Desmos Graphing Calculator	Critical thinking Creativity Collaboration Independence Problem-solving Leadership Exploration Resilience Curiosity Adaptability

Year 8 Curriculum: Mathematics (Continued)



	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
Unit 6: Data, Statistics and Probability 2	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? UAE Link: 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.	skills within a topic Understanding concepts Remembering rules and formulae Application of knowledge Repeating processes 2. Apply your understanding of the topic to solve a variety of problems: Make links across topics Multi-step problems	You will complete a variety of questions covering Objective I and 2 on Dr Frost Matths 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	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 builds on your existing knowledge of averages and probability, particularly Y7 Unit 5. This builds towards gaining a deeper understanding of measures of spread and chance and associated methods and interpretations. This provides an opportunity for collaboration with the humanities.	TedEd: - Why we should love statistics - How statistics can be misleading - The Coin Filip Conundrum Numberphile: - The odds of Alien life	Critical thinking Creativity Collaboration Problem solving Adaptability Inquiry Research Efficiency Curiosity
Unit 7: Using Formulae	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? UAE Link: 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.	- Creative and efficient approaches - Critical thinking 3. Explore outside of the traditional curriculum areas: - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	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.	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 builds on your existing knowledge of algebra. This builds towards applying algebraic knowledge to many contexts, often geometric, to solve problems in an efficient way. This provides on opportunity for collaboration with Science.	TedEd: - How many ways are there to prove the Pythagorean Theorem? - A brief history of banned numbers NRICH - Pythagoras Numberphile: - A mathematical fable	Critical thinking Creativity Collaboration Problem solving Adaptability Inquiry Research Efficiency Curiosity

Year 8 Success Criteria: Mathematics



	Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Calculate the area and circumference of whole Calculate the area and perimeter of semicircles.	Unit 1b: Number Subsets - Find the highest common factor (HCF) and lowest common multiple (LCM) of two or three numbers - Express a number as a product of its prime factors - Explore calculator functions such as I, ABS, NCR, NPR, FACT, RND, Ran#, DEC, HEX, BIN, OCT, ENG, S⇔D - Explore number subsets, such as real numbers, irrational numbers, complex numbers etc. - Explore prime numbers, including different subsets of primes, high profile prime number problems, the search for large primes luding basic index laws) ackets (single, double and triple) ir inverses use of function machines)	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	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

Year 8 Success Criteria: Mathematics (cont.)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 4: Proportion and Measures	Can perform a	Can perform some	Can perform most	Can perform the vast	Can evaluate a
- Plot the axes for a graph	minority of basic	basic processes/skills	basic processes/skills	majority of	variety of
- Read and extrapolate values from conversion graphs	processes/skills	with accuracy	with accuracy	processes/skills with	approaches to solve
- Plot conversion graphs given a table of data	with limited	Can remember some	Can remember most	accuracy	problems and
- Convert between a variety of metric units	accuracy	rules and facts with	rules and facts	Can remember the vast	consistently select the most efficient
- Use scale factors to proportionally increase or decrease quantities	Can remember a	varying consistency	consistently	majority of rules facts	one
- Convert currency using exchange rates	minority of rules	100	Can begin to make	consistently	one
Use proportional understanding to calculate with speed, distance and time	and facts with		links between	Can make links	Can confidently and
- Plot and interpret Distance-Time graphs (in a variety of contexts)	varying consistency		different content	between different	accurately solve
Unit 5: Introduction to Coordinate Geometry			areas and solve	content areas and solve	multi-step problems, with or without
- Begin to develop an understanding of the link between equations and straight lines			problems requiring	problems requiring	context
- Understand that a point on a line must satisfy its equation			more than one step or	more than one step or	Context
- Recognise, name and plot graphs parallel to the x and y axes			more than topic	more than topic	Can seamlessly
- Recognise, name and plot the equations of these			Can begin to apply	Can begin to apply	move between
- Identify simple equations of straight lines by analysing the relationships between the x and y coordinates			understanding to solve		topics in order to solve a wide variety
- Plot the graphs of straight lines using a table of values			problems with real-life	problems with real-life	of problems
Begin to develop an understanding of gradient, y-intercept and x-intercept			context	context	San
Unit 6: Data, Statistics and Probability 2				Can evaluate a variety	Can demonstrate
- Find the mean of a set of data				of approaches to solve	creativity when
- Deal with changes to a set of data and consider how this affects different measures of average				problems	approaching unfamiliar problems
Construct and interpret grouped and ungrouped frequency tables					umammai problems
- Calculate the mean or estimated mean from a frequency table					
- List all possible outcomes of an event to calculate the probability of an event					
- Calculate probability using a sample space diagram					
- Calculate experimental probability using real collected data					
Unit 7: Using Formulae					
- Solve 2D problems using Pythagoras' Theorem					
- Use Pythagoras' Theorem to check if a triangle has a right angle					
- Use a variety of formulae with real-life applications, e.g. nth term problems					

MFL (Modern Foreign Languages)



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

Year 8 Curriculum: MFL (French)



	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
Term 1:	How to talk about TV, cinema, reading, internet use, free time and giving opinions Describing a trip to Paris Topic of holidays How to express what activities you can do on holiday Cultural project	How can I talk about various forms of media and express an opinion? UAE Link: https://u.ae/en/about-the-uae/culture/art How can I talk about traditional French food and drink? How can I describe a traditional francophone event? Where do I normally go on holiday? What did I go on holiday? Where would I like to go on holiday?	Talking about TV programmes, films and literature using ER, IR and RE verbs present tense Ask and answer questions in the present and perfect tense Understand opinions Use the present tense of AVOIR and ETRE Talking about the internet using present tense of ALLER and FAIRE Using frequency expressions Talking about past events using the perfect tense with AVOIR and ETRE Using adjectives to describe experiences Learning modes of transport Sharing your passions using the past, present and near future tenses Talking about meals using the partitive article and the verbs BOIRE and PRENDRE	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwk and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Summative Assessment: Module 1 & 2 assessments in translation, reading and writing	To understand how to ask and answer questions and express opinions in the present and past tenses. To be able to describe a trip and research different places in France to visit	This builds on offering opinions and asking and answering questions This builds towards presenting in front of a class and talking about your interests	Design a TV guide or tourist information guide Create a poster advertising a film or book with a brief synopsis Film a trailer for a movie Research French speaking cities Create a presentation on a holiday you recently had	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 2:	How to talk about my identity and personality How to express your interest in music and other activities in different tenses How to express your food and drink interests	How can I share my hobbies? How can I share my food preferences? How can I talk about traditional French food and drink?	Describing personality using adjectives Discussing music and giving opinions Talking about clothes using the near future tense Sharing your passions using the past, present and near future tenses Talking about meals using the partitive article and the verbs BORRE and PRENDRE Discussing what food to buy using II Faut + infinitive and quantities Talking about an event using three tenses	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Summative Assessment Module 1 & 2 assessments in writing, listening and translation	To gain insight into how to express your interests using different timeframes. To be able to talk about yourself and others	This builds towards presenting in front of a class and talking about your interests This provides an apportunity for collaboration between English and Geography	Research French music and musicians and present your findings Film a trailer for a movie	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Tearmwork Patience Motivation Confidence

Year 8 Curriculum: MFL (French, cont.)



	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
Jem 2:	How to describe where you live How do describe the chores I do and my daily routine	How can I share my musical interests and offer opinions? How can I describe where I live? How can I describe my daily chores in my house? UAE Unit: https://www.timeoutdubai.com/news/use-music-festivals-coming-up https://www.dayoutdubai.ae/blog/safari/traditional-food-of-use/nttps://emirates.estate/property/dubai-emirate https://u.ae/en/media/srents	Describing where you live using comparative adjectives Describing your home using prepositions Talking about chores and daily routine using reflexive verbs and possessive adjectives	Through exploring Assessment for Learning: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Painwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension Summative Assessment: Module 3 & 4 assessments in speaking and translation	To be able to describe where you live and what your home is like To be able to buy and order food and drink To be able to discuss an event using three timeframes	This builds on giving more detail about your preferences This builds towards using past, present and future tenses effectively and being able to order and buy food and drink and narrating an event This provides an opportunity for collaboration between Music and English	Design your ideal house and village Design a presentation on your daily routine and the chores you do at home	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

Year 8 Curriculum: MFL (Spanish)



	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
Term 1:	How to talk about mobile phone usage, music and TV How to talk about holidays in the past tense and giving opinions How to talk about holidays in the past tense and giving opinions	How can I talk about holidays and activities? How can I express my interest in music and TV and talk about how I use my phone UAE Link: https://www.dubaitravelg uide.info/visit-dubai/ Dubai TV guide https://www.timeoutdubai.com/news/use-music-festivals-coming-up	To talk about how you use your mobile phone To be able to say what type of music you like and offer a range of opinions To talk about TV using the comparative To discuss what you did yesterday, using the preterite tense To understand an authentic text Talking about a past holiday using the past preterite tense of ir Saying what you did on holiday using the preterite tense of AR verbs Describe the last day of your holiday using preterite tense of ER and IR verbs Saying what your holiday was like using the preterite tense of ser Being able to use the present and preterite tenses together	Through exploring Assessment for Learning: 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 Summative Assessment Module 1 & 2 assessments in translation, reading and writing	To understand how to ask and answer questions and express opinions in the present and past tenses. To be able to describe a trip and research different places in Spain to visit To discuss your media preferences and understand how people use media differently To familiarise yourself with authentic texts in Spanish	This builds an affering opinions and asking and answering questions This builds towards presenting in front of a class and talking about your holidays and media interests as well as using two tenses tagether This provides an appartunity for collaboration between English and Geography	Design a tourist information leaflet for your chosen destination Research other Spanish-speaking destinations Do a presentation based on a Spanish-speaking musician or band Design a TV guide	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Tearmwork Patience Motivation Confidence

Year 8 Curriculum: MFL (Spanish, cont.)



	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
Term 2:	How to talk about food preferences How to express your interest in diet and food in other Hispanic countries How to order food and drink in a restaurant How to talk about social activities and sporting events	How can I share my food preferences? How can I talk about traditional Spanish food and drink? UAE Link: https://www.dayoutdubal, ae/blog/safari/traditional-food-of-use/ https://w.se/en/about-the-use/culture/sports-and-recreation https://u.se/en/information-and-services/wisiting-and-scoloring-the-use/what-to-do-in-the-use/shopping	Saying what food you like and use a wider range of opinions Describing mealtimes using negatives Telling the time Ordering a meal and using the polite 'you' form Discussing what to buy for a party using the near future tense Giving an account of a party using three tenses together Learning about food in other countries using direct object pronours Arranging to go out using me gustaria + infinitive Making excuses using querer and poder Discussing getting ready to go out using reflexive verbs Talking about clothes using demonstrative adjectives Talking about sporting events using three tenses Describing a fancy dress outfit Using a dictionary effectively Revise positive and negative opinions	Assessment for Learning: 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 Summative Assessment: Module 3 & 4 assessments in writing, listening and translation	To gain insight into how to express your tastes using a wider range of opinions and negatives. To be able to talk about social events in three timeframes. To gain an understanding of diet in different Hispanophone countries. To be able to buy and order food and drink. To use a dictionary effectively for context.	This builds on giving more detail about your preferences and working on adjectival agreement This builds towards using past, present and future tenses effectively and being able to order and buy food and drink and narrating an event This provides an apportunity for collaboration between Food, English and Geography	Research diet and traditional foods in different Spanish-speaking countries Prepare a traditional authentic Spanish meal Create an authentic Spanish menu Research traditional dress in different Hispanophone countries Research popular sports in Spanish speaking countries or sportsmen/women	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Term 3:	How to describe where you live How do describe the chores I do and my daily routine	How can I talk about different types of homes How do hispanic countries differ? UAE Link: https://www.dubaitrawelg uide.info/visit-dubai/	Describing where you live using comparative adjectives Describing your home using prepositions Talking about chores and daily routine using reflexive verbs and possessive adjectives	Through exploring Assessment for Learning: 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 Summetive Assessment Module 5 assessment in speaking and translation	To be familiar with using a variety of structures and tenses To tackle more challenging listening To find your way and ask directions	This builds on leisure and holidays as well as using a variety of tenses together This provides an opportunity for collaboration between Geography and English	Design your ideal house and village Design a presentation on your daily routine and the chores you do at home	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Tearnwork Patience Motivation Confidence

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Year 8 Success Criteria: MFL (Modern Foreign Languages)



Language Skill	Working Below	Working Towards	Working At	Working Above	Significantly Above
LISTENING	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.
READING	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.
WRITING	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).
SPEAKING	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.

MSC (Moral, Social, Cultural Studies)



Horizon International School's pupils are ambitious individuals who enter 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 analyse 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.

Year 8 Curriculum: MSC (Moral, Social, Cultural Studies)



	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
Term 1:	Term 1 - Unit 1: Individual Responsibiliti es, Duties, and Moral Obligations	What are our responsibilities and duties as individuals, and how do they relate to moral obligations? UAE Link: Understand cultural expectations in the UAE regarding responsibilities and duties.	Understand the concepts of duties and responsibilities; Learn about the duties and responsibilities of parents, children; Discover moral rules and imperatives governing behavior.	Through discussions, case studies, role-playing. Assessment for Learning: Role-playing, discussions, presentations.	To understand the role of individual responsibilities and duties in society and develop moral reasoning,	Civics, Ethics. This builds on: Basic societal values and norms. This builds towards: Developing civic sense and ethical values.	Create a community service project; Research and compare responsibilities and duties in different cultures.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2:	Term 2 - Unit 2: Making Better Decisions	How can individuals make informed decisions for personal safety and well-being? UAE Link: Understand safety measures and guidefines in the UAE.	Learn about staying safe at home and outside; Respond to harmful situations; Understand basic first ald; Learn about protection against crimes and thinking about crime.	Through simulations, discussions, first aid demonstrations. Assessment for Learning: Simulations, first aid practice, discussions.	To develop skills and knowledge to make informed decisions for personal safety and well-being.	Health Education, Safety Education. This builds on: Basic knowledge of personal safety. This builds towards: Becoming responsible citizens aware of safety and well-being.	Develop a personal safety plan; Organize a first aid workshop for the community.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability iteration Resilience
Term 3:	Term 3 - Unit 3: East Asia	What is the historical and cultural significance of East Asia? UAE Link: Understand the historical and cultural ties between East Asia and the UAE.	Learn about the geography of East Asia; Study engineering, civilization, technology, science, and medicine in ancient China; Explore spreading cultures in China and Southeast Asia; Understand culture through art in China and Korea's Renaissance.	Through maps, historical texts, documentaries. Assessment for Learning: Research papers, presentations, map quizzes.	To understand the historical and cultural significance of East Asia and its impact on the world.	History, Geography, Cultural Studies. This builds on: Basic historical and geographical knowledge. This builds towards: Understanding global history and cultural diversity.	Research and present on an East Asian civilization; Explore cultural ties between East Asia and the UAE.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

Year 8 Success Criteria: MSC (Moral, Social, Cultural Studies)



Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Understand and differentiate between various moral obligations and responsibilities	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.
Explore the geography, history, and culture of East Asia	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.
Develop an understanding of the concept of moderation	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.
Engage in group discussions and activities to explore diversity and community roles	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.
Create and present a project on East Asian culture or history	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.

Music



At Horizon International School, Year 8 students continue their Key Stage 3 journey by broadening their understanding of music through history, culture, and performance. Our Year 8 curriculum builds on their prior knowledge by ensuring that students:

- Experience the inspiration and power of music as a creative art, developing a deeper appreciation for how music has changed across time.
- Learn about the history of music, exploring how different periods and composers shaped the development of musical styles and traditions.
- Refine their performance skills by playing in jazz ensembles, where they learn about improvisation, swing rhythms, and stylistic features of jazz.
- Develop ensemble skills and rhythmic control through practical engagement with samba music, learning to play percussion instruments and experiencing the collaborative energy of this genre.
- · Improve their musical literacy by identifying stylistic features from different eras and cultures and linking them to the elements of music.
- · Gain confidence in performance by showcasing jazz and samba pieces in both small groups and whole-class settings.
- · Appreciate global and cultural diversity in music by recognising the role that jazz and samba play in their historical, social, and cultural contexts.
- . Engage in reflection and evaluation of their own work and that of others, using success criteria rubrics to encourage independent thinking and improvement.
- Work collaboratively to create an inclusive musical environment that values respect, teamwork, and cultural understanding.

These aims are realised through our curriculum which:

- Provides students with a range of experiences, including learning about music history, performing jazz, and playing samba music.
- · Sequences learning carefully so that students can make links between historical developments, cultural influences, and practical music-making.
- Offers opportunities for students to personalise their learning by experimenting with improvisation in jazz and contributing creatively in samba ensembles.
- Develops communication, collaboration, critical thinking, creativity, and confidence, all of which are transferable skills that extend beyond music.

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

- Provides students with regular feedback on their historical knowledge, performance skills, and ensemble work, with clear communication on how to make progress, supported by success criteria rubrics.
- Captures and analyses data consistently to inform planning and ensure that all students have equal opportunities to achieve and succeed.
- Provides written reports to parents and includes opportunities during parent-teacher consultations to discuss student progress, strengths, and next steps for development.
- Engages staff in regular moderation activities, which involve assessing student work against agreed success criteria, sharing outcomes with colleagues, and ensuring consistent standards across the department.
- Utilises Student Voice through digital surveys to allow students to share their opinions about their learning in music, which helps staff reflect and adapt teaching to suit student needs.

Year 8 Curriculum: Music



	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
Term 1:	Unit 1: Historical Music	How have different musical periods shaped the way music has developed, and what are the key features, styles, and instruments that make each era unique? LIAE Link: Pupils will explore how global musical trends and historical periods connect with the UAE's own musical traditions and modern music scene, including performances by well-known Emirati artists.	To explore how musical periods such as Baroque, Classical, Romantic, and Modern have evolved worldwide. To recognise and name significant composers from these periods. To listen to and identify famous works, understanding their importance in music history. To apply existing performance skills in group settings, including playing in a whole-class ensemble.	Pupils will listen to selected works from different historical periods, identifying features such as melody, harmony, and rhythm. They will also choose instruments they enjoy and use them to rehearse and perform with accuracy and expression. Assessment for Learning: Peer assessment Quick reflection activities (entrance and exit cards) Think-Pair-Share discussions Practice diaries Ustening tasks Summative Assessment: A research project on a chosen composer or musical period.	By studying different musical periods, pupils will develop a deeper understanding of how music reflects and shapes cultural and historical events. They will strengthen listening and analytical skills, while also learning to appreciate the richness and diversity of musical traditions. Performing in ensembles will also help pupils build teamwork, communication, and leadership skills.	This unit builds on pupils' previous musical knowledge and shows how influences across time have shaped music today. It encourages discussion, collaboration, and exploration of how historical music connects with the modern world. This builds the student's knowledge of musical influences through time and its impact on music today music today This provides an apportunity for collaboration between students in class, and for students to explore and discuss historical music and how it relates to the world today.	Project: Record performances and create a virtual concert showcasing class ensembles. Reading: Music and How it Works: The Complete Guide for Kids – Dorling Kindersley. Further Exploration: Watch and analyse recorded performances by famous artists, and explore musical genres beyond those studied in this unit	Teamwork Collaboration Leadership Ustening Creativity Self-management Confidence
Term 2:	Unit 3: Jazz understanding & Performing	How do we define Jazz and Blues, and how did these genres help to shape the music that followed? UAE Link: Pupils will explore the history of Jazz and Blues and learn about Middle Eastern artists influenced by these styles. They will also look at local performances of jazz to see how the genre continues to thrive today.	To understand the key features of Jazz and Blues and how they are connected. To learn about the influence of these genres on later musical styles. To develop instrumental skills by learning jazz chords and rhythms. To perform as part of a jazz ensemble in small groups and as a class.	Pupils will explore video, audio, and live examples of Jazz and Blues, while learning about the 12-Bar Blues chord structure and the role of improvisation. In class, they will practise jazz chords and ensemble skills on a variety of instruments, working together to prepare a group performance. Assessment for Learning: Peer assessment Quick checks (e.g. "show me" boards) Active listening and class discussion Summative Assessment Performance of a group jazz piece Assessment of musical concepts learned	Pupils will gain confidence in their instrumental and ensemble performance skills while also broadening their knowledge of Jazz and Blues as influential genres. They will develop a musical vocabulary to describe style, rhythm, and harmony, which will support their future study of other genres. Working in groups will also build teamwork and communication skills.	This unit builds on pupils' knowledge of musical fundamentals, stylistic features, and analytical vocabulary. It also links to expressive arts subjects through collaboration, creativity, and performance. This builds towards development of more advanced awareness of styles, history and cultures in music. This provides an opportunity for collaboration between Students in class, and other expressive arts subjects.	Project: Research a famous jazz or blues piece and present an analysis of its musical features. Reading: How To Listen To Juzz Music — Ted Gloia Further Exploration: Listen to — The Best of Juzz & Blues Spotify playlist.	Listening Understanding Research Performing Tearnwork

Year 8 Curriculum: Music



	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
Term3:	Unit 3: Samba Music	How does Samba music reflect the culture of Brazil, and how do the different instruments and rhythms work together to create its unique sound? <u>UAE Link:</u> Pupils will explore how Samba, a cultural tradition rooted in Brazilian carnivals, connects with celebrations and music in the UAE. They will also compare the role of music in community events, festivals, and cultural identity between the UAE and Brazil.	To learn about the origins of Samba and its role in Brazilian carnivals and culture. To identify the instruments used in a Samba ensemble and understand their roles. To perform as part of a whole-class Samba ensemble with accuracy and confidence. To rehearse and perform the piece Samba de Ed Sheeran, applying ensemble and rhythmic skills.	Pupils will take part in practical workshops exploring Samba instruments and rhythms. They will learn about the history and cultural impact of Samba through listening and discussion. In class, they will rehearse as a full ensemble, gradually building the skills needed to perform Samba de Ed Sheeran together. Assessment for Learning: Peer Assessment Active Listening & Discussion Composition. exploring Summative Assessment Composition assessment Variation project	Studying Samba allows pupils to experience a vibrant style of world music that combines rhythm, culture, and performance. By exploring Samba's role in Brazilian carnivals, they gain an understanding of how music shapes community identity and celebration. Learning to play in a Samba ensemble also strengthens teamwork, listening, and rhythmic skills, while giving pupils the chance to enjoy making music together in a lively and energetic way.	This builds on pupils' previous ensemble and rhythmic work from earlier units. This builds towards a greater understanding of world music traditions and their cultural impact. This provides an opportunity for collaboration between Students while working in a large group, offering opportunities for teamwork and leadership.	Project; Create a class performance of Samba de Ed Sheeran and record it as part of a showcase of ensemble playing. Reading: World Music: A Global Journey – Terry E. Miller & Andrew Shahriari. Further Exploration: Usten to recordings of Brazilian carnival performances and compare them with other world music festivals. Research the role of Samba schools in Rio de Janeiro and their preparation for Carnival.	Teamwork Ustening Coordination Performance Creativity Confidence

Year 8 Success Criteria: Music



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1: I can explain how different musical periods influenced the development of music, and describe the key characteristics, styles, and instruments of each era.	Shows limited understanding of musical periods and struggles to identify key composers or features. Responses are often vague or inaccurate and do not demonstrate clear links between different eras.	Can name some composers and identify basic features of one or two periods with support. Explanations may lack detail, but there is some awareness of how music has changed over time.	Can describe the main characteristics of Baroque, Classical, Romantic, and Modern music, naming key composers and works with accuracy. Demonstrates a developing ability to connect composers' contributions to wider changes in music.	Gives clear examples of how different periods influenced each other, using accurate musical vocabulary. Can explain how musical developments shaped styles, instruments, and performance practices.	Provides detailed analysis of musical periods, connecting them confidently to wider cultural and historical contexts. Demonstrates strong critical thinking and the ability to explain why certain composers and styles remain significant today.
Unit 2: I can describe the key features of Jazz and Blues and perform as part of a jazz ensemble, using chords and rhythms accurately.	Shows little awareness of Jazz or Blues styles and struggles to maintain a steady beat or play simple chords. Ensemble performance is hesitant, with limited contribution to the overall sound.	Can recognise some features of Jazz and Blues and perform simple chord patterns or rhythms with support. Performance may not always be secure, but there is evidence of growing confidence in group work.	Can perform 12-Bar Blues chord sequences and take part in group performance with accuracy and developing confidence. Shows awareness of timing, rhythm, and ensemble balance, contributing to the overall sound.	Performs with accuracy and secure ensemble awareness, demonstrating understanding of improvisation and stylistic features. Can explain the role of chords, rhythms, and structure in Jazz and Blues music.	Performs fluently and with creativity, showing advanced stylistic awareness and the ability to improvise with confidence. Demonstrates leadership within the ensemble, supporting others and enhancing the performance.
Unit 3: I can explain the role of Samba in Brazilian culture and perform confidently as part of a Samba ensemble.	Shows limited understanding of Samba and struggles to keep a steady rhythm in class performance. Contributions may be inconsistent and lack awareness of the ensemble.	Can identify some Samba instruments and play basic rhythms with support. Performance shows developing control, though maintaining accuracy and ensemble awareness is sometimes difficult.	Can play a Samba rhythm accurately, maintaining a steady part within a class ensemble. Demonstrates an understanding of the cultural role of Samba in Brazilian carnival traditions.	Performs confidently with secure rhythm, clear tone, and strong ensemble awareness. Can explain how Samba contributes to community celebration and cultural identity in Brazil.	Demonstrates leadership in ensemble performance, playing complex rhythms with fluency and accuracy. Makes strong cultural connections by explaining the importance of Samba in Brazilian society and comparing it to traditions in other cultures.

PE (Physical Education)



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 21st 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

Year 8 Curriculum: PE (Physical Education)



	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
	Each class	will follow the rotatio	n of activities below through	out the course of the year, o	completing the activities	in different orders but co	vering all of the conten	ts below.
Health- Related Fitness	This unit will consider different components of fitness and ways to develop these, methods of training and the importance of goal setting in fitness. Students will also explore and develop leadership skills	What are my fitness goals and how can I work towards these? <u>UAE Link:</u> National agenda obesity and healthy lifestyle goals. Dubal 30x30 fitness challenge initiative.	Understand and link components of fitness and methods of training to develop these Understand fitness testing, set personal goals and devise a plan to achieve them Know how to improve fitness levels and general health through exercise Develop leadership skills and ability to lead parts of a session Create and adapt fitness activities to suit the needs of the performer Develop knowledge of different fitness based activities and links to everyday life.	Through exploring a range of different methods of training such as circuit training, coordination challenges and fun fitness games, conducting fitness tests to consider current levels and undertaking activities to improve these, understanding how each component of fitness can be developed. And Assessment for Learning: 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. Summative Assessment: Final fitness test lesson including administering tests, questions and data collection and comparison. This assessment will assess how effectively students have developed their understanding of the topic	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. To know the effect that exercise has on fitness levels and general health and wellbeing, encouraging a continued investment in health and fitness throughout life. To develop knowledge further of how to improve specific areas of fitness and the importance of setting goals.	This builds on existing knowledge of Health-Related fitness gained in Year 7 based on methods of training. This builds towards a further understanding of health, exercise and body systems in iGCSE Physical Education This provides an opportunity for collaboration between Science and Mathematics	Design a circuit training session and understand the components of fitness you are developing, adapting this to different scenarios Complete a scenario based coach-client lesson, devising workouts based on specified targets and goals Create fitness-based workouts that improve a specific component of fitness or muscle group Setting up and administering fitness tests using the correct procedures for each	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Leadership
Invasion Games	This unit will expl ore invasion games with particular focus in football, basketball, netball and developing leadership.	How can I ensure that I develop my knowledge, leadership and ability in invasion games; within netball, basketball and football specifically. <u>UAE Link:</u> National agenda obesity and healthy lifestyle goals. Dubal 30x30 fitness challenge initiative.	Develop attacking and defending strategies Can officiate peers in a game environment Can analyse and reflect on performance Develop knowledge of rules of netball, basketball and football Develop teamwork, organisation and communication Develop netball specific passes Develop football specific passes Develop basketball specific passes Develop leadership in a controlled setting	Through exploring a range of challenges, drills, activities and games. Some activities lead by the learner, a peer or a teacher. Assessment for Learning: Questioning, peer assessment, self-assessment, filness testing data, class and group discussions, teacher observations, ME in PE. Summative Assessment: Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays. This assessment will assess how effectively students have developed their understanding of the topic	To understand how to play football, basketball 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 builds on existing knowledg e of invasion Games gained in Year 7. This builds towards a better understanding of the rules of netball, basketball and football and developed leadership with peers. This provides on opportunity for collaboration between Moral Education, PSHE and Social studies.	Design a set play for football, basketball and netball Create an activity (warm up, drill, conditioned game) for peers to complete in football, basketball or netball Join the school Netball, Basketball or Football squad Join the school Netball or football EnrichME development team Participate in sports out of school/ECAs	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Tearnwork Leadership Confidence Sportsmanship Patience Motivation

Year 8 Curriculum: PE (Physical Education)



	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
Athletics	This unit will i explore the different disciplines of Athletics while providing opportunities to explore and develop leadership skills.	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? 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?	Athletic Skills: 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. Leadership Skills: 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. Teamwork: work effectively as part of a team, understanding the roles and responsibilities of team members, and how to support and motivate your teammates. Strategy and Tactics: learn about the strategic aspects of athletics, such as pacing in long-distance running, positioning in relay races, and techniques for throws and jumps. Personal Development: You'll reflect on your own development as an athlete and as a leader, identifying your strengths and areas for improvement. Health and Fitness: learn about the importance of physical fitness.	Through exploring practical athletic activities, classroom discussions, Sports Day, wider reading, peer feedback, and guidance from your teacher. These various methods will encourage students to develop both athletic and leadership skills in a well-rounded, interactive way. Assessment for Learning: Self-Assessment, Peer Assessment, Formative Assessment, Exit Tickets, Rubric-Based Assessment, Performance Assessment, Think-Pair-Share, Questioning, Feedback, Leadership, Recording, Measuring, Timing Summative Assessment: 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. This assessment will assess how effectively students have developed their understanding of the topic	Learning athletics and leadership is crucial. Athletics contributes to students' physical health and well-being by improving their strength, agility, endurance, and coordination. Beyond physical development, the emphasis on leadership offers practical insights into crucial skills like tearnwork, communication, strategic planning, problem-solving, and decision-making. These skills aren't just applicable in sports; they transfer over to other academic areas and future career paths. At the same time, these athletic and leadership activities serve as a platform for personal development, fostering qualities like goal setting, perseverance, discipline, and resilience, which are essential for success in many facets of life. Additionally, athletics promotes important social skills such as teamwork, cooperation, and sportsmanship, thereby contributing to positive relationships and community involvement.	This bullds on: existing knowledge of Athletics gained in Year 7 This bullds towards: A better understanding of Athletics and the concept of 'responsibility' This provides an opportunity for collaboration: betwee en Moral Education, PSHE and Social studies, Maths and Science.	Project-Based Learning: "Leading an Athletics Clinic" - Students could work in teams to plan and execute a mini athletics clinic Wider Reading: "Exploring Leadership in Sports" - Students could read books or articles on leadership within the context of sports. Further Exploration: "Athlete Leadership Interview" - Students could interview each other asking them to share what they have learnt in the unit.	Leadership Skills Teamwork and Collaboration Strategic Planning Conflict Resolution Communication Skills Decision Making Adaptability Problem-Solving Initiative Responsibility
Aquatics	This unit will I explore an d develop upon differ ent aquatic disciplines s uch as water po lo, synchronize d swimming and water safet y.	How do I explore, develop and become proficient in aquatic disciplines? <u>UAE Link</u> : National agenda obesi ty and healthy lifestyle goals. Water safety initiative.	To develop knowledge and demonstrate passing whilst under pressure To demonstrate attacking principles in water polo To understand and demonstrate an egg-beater kick and use it in both synchronized swimming and water polo. To showcase a range of positions in a routine in synchronized swimming such as the crane and flamingo To demonstrate first-aid such as CPR and treating wounds To be able to correctly swim with an injured person back to the side and correctly help lift the victim out of the water.	Through exploring different positions using resource cards in synchronized swimming that can be put tother into a routine. Through exploring attacking strategies in water polo by video analysing their chosen tactics. By exploring how to correctly look for danger, identify it, assess it, deal with it and get the victim out of the water Assessment for Learning: Questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, Swim England stages and Lifeguard training levels. Summative Assessment: Assessing against swim England stages, and personal survival specification This assessment will assess how effectively students have developed their understanding of the topic	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 bulkds on knowledge and skills learnt in year 7 on life-saving, water polo, and synchronized swimming. This bullds towards becoming a fully qualified first-aider and junior lifeguard as well as being equipped with the skills to compete in different aquatic disciplines.	Analyse techniques using video analysis in different aquatic disciplines. Design a routine and tactic for attacking strategies in water polo Create a resource to heip build a routine in synchronized swimming. Create a scenario for peers to assess danger in and around the pool	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking

Year 8 Curriculum: PE (Physical Education)



	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
Striking and Fielding	In this unit we will explore the sport of rounders and cricket. We will explore and range of skills such as catching, throwing, batting, fielding and tactical knowledge. We will explore the concept of year 8 which is exploring leadership.	How can I ensure that I develop my knowledge of leadership through rounders? UAE Link: National agenda of reducing obesity levels	To identify when to select the appropriate catching technique To apply the correct catching technique depending on the situation To be able to explore leadership skills by acting as a coach and giving effective feedback To identify two different types of throws To show the correct decision making when selecting the correct throw To be able to develop leadership qualities by demonstrating effective communication To explain the basics of hitting in rounders and cricket To show an ability to hit the ball off a self-feed or from a bowl Use technology to identify WWW/EBI and give effective feedback to partner	Through exploring a range of different skills that are needed to be a competent performer in rounders and cricket. Exploring why leadership is an important life skill that can be harnessed through sports and PE. Assessment for Learning. Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. Summative Assessment: Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays. This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with the rules and regulations of rounders and develop the skills needed to be a competent performer in rounders and cricket. To gain an understanding that importance of leadership and that it is a life skill.	This builds on from the knowledge of striking and fielding activities in year 7. This builds towards GCSE sporting options and competing in the competitive DASSA league This provides an opportunity for collaboration between PE and science	Design a fitness plan that would benefit a professional rounders and cricket players Analyse peer's performance and provide feedback on how they could improve in an area of play Create an effective warm up for rounders or cricket players Take part in rounders ECAs	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Net and Wall Games	In this unit students will develop knowledge and practical skills in table tennis, badminton and volleyball.	How can working as a team and understanding other's viewpoints improve success? UAE Link: Intercultural relationships, character and morality in Moral Education, combatting obesity	To develop an understanding of team cohesion and effective collaboration whilst taking part in net and wall games To develop teamwork, leadership and communication skills To understand self-awareness and contribution towards a team goal To enhance knowledge and understanding of volleyball skills, tactics and rules To increase knowledge of different roles and opportunities within sport To understand the importance of role models and develop role model behaviours.	Through exploring a range of practices, activities and games-based approach developing the different skilis needed to be successful in volleyball and table tennis. Assessment for Learning Questioning, peer assessment, self-assessment, class and group discussions, teacher observations, ME in PE. Summative Assessment: 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. This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with the opportunities involved in different sports. To be able to develop transferrable skills across the three net and wall games, such as communication, collaboration and teamwork, in a sporting environment that can be taken to other subjects across school or the wider world.	This builds on conceptual knowledge from Year 7 Net and Wall unit This builds towards further improving these skills in future years, subjects and areas of life. This provides an opportunity for collaboration between innovation and Enterprise, Media, Moral Education.	Explore professional table tennis, badminton and volleyball performances from different countries Take part in net and wall ECA opportunities Develop a session plan based on improving an aspect of a performer's gameplay for table tennis	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Leadership Ethical Conduct and Sportsmanship

Year 8 Success Criteria: PE (Physical Education)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Physical Me 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.	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.
Social Me 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.	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.
Thinking Me 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.	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.
Personal Me Personal skills; safety and injury prevention, self-discipline, motivation and perseverance, resilience, confidence. Sportsmanship and fair play. Reflection and emotional management.	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



Horizon International School's pupils are bright and able young people who enter KS3 with 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, 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 develops 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



Term 1

	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
Becoming a scientist	Key concepts of enquiry including var lables in experiments, accuracy and precision, and create scientifically accurate graphs.	How do the variables we choose and the way we record data help us discover the truth in scientific experiments?? UAE Link: Exploring the UAE's contributions to scientific research and safety protocols in laboratories.	Variables: Identify, and apply understanding of independent, dependent, and controlled variables in scientific experiments. Accuracy and Precision: To describe the difference between the two Scientific Enquiry: to use knowledge of variables to make graphs that follow scientific rules for showing data accurately	Through hands-on investigations, group work, data analysis tasks, and discussions, students will practise applying scientific methods to real-life and classroom-based scenarios. Assessment for Learning: peer/self-assessment of experimental plans, teacher questioning, class discussions. Summative Assessment: end-of-unit investigation write-up demonstrating the full working scientifically cycle.	Why Will I Learn This? Working scientifically skills are essential because they underpin all areas of science. These skills allow students to: Design fair and safe experiments. Make informed decisions based on data. Critically evaluate information presented in everyday life (e.g., health claims, environmental policies). Prepare for GCSE and A-Level science, where practical and analytical skills are assessed.	Builds on KS2 experience of simple investigations and introduces more structured planning and evaluation. Foundational knowledge for KS3 and KS4 required practical skills. Links across subjects such as maths (graphing and data analysis), geography (fieldwork skills), and technology (measuring tools and design).	Investigate famous experiments in history and why they were considered reliable. Explore how scientific methods are applied in fields such as medicine, engineering, and environmental science in the UAE. Research real-life examples of experimental error and how scientists improved their methods.	Observations, Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Experiment implementation, Safety awareness
Breathing and Respiratio n	We will explore the vital process of respiration and its significance in living organisms.	What are the mechanisms and importance of respiration in living organisms? <u>UAE Link:</u> Dubai 30x30 and how we can maintain a healthy life	Investigate the process of respiration, including the exchange of gases (oxygen and carbon dioxide) in organisms. Explore the different types of respiration, such as aerobic and anaerobic respiration, and understand their energy production and waste products. Examine the role of respiration in providing energy for cellular activities and the functioning of organisms. Understand the practical applications and adaptations related to respiration in various organisms.	Through engaging in experiments, demonstrations, and class discussions, students will actively discover and understand the intricate process of respiration. Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: end of unit assessment till assess how effectively students have developed their understanding of the topic	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 knowledge is applicable in fields such as biology, sports science, and healthcare. It also promotes critical thinking and problem-solving abilities, enabling students to analyze and predict the effects of respiration in different organisms and environmental conditions.	This builds on your existing knowledge about living organisms from KS2 This builds towards gaining a deeper understanding of respiration for Year 9, KS4 iGCSE and A Level This provides an opportunity for collaboration between Food tech	*Analyze the process of respiration: Investigate the mechanisms and chemical reactions involved in respiration, including gas exchange and energy production. *Apply knowledge of respiration to practical situations: Use understanding of respiration to solve problems and analyze real-life examples related to energy production and waste elimination. Evaluate the importance and adaptations of respiration in different organisms: Assess the significance of respiration in various organisms and understand their adaptations to different environmental conditions.	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
Food and nutritio n	We will explore the essential aspects of food and its significance in maintaining a healthy lifestyle.	What are the key components and importance of a balanced diet? <u>UAE Link:</u> Dubai 30x30 and how we can maintain a healthy life	Investigate the different food groups and their nutritional composition, including carbohydrates, proteins, fats, vitamins, and minerals. Explore the role of nutrients in providing energy, supporting growth and development, and maintaining overall health. Examine the importance of a balanced diet in preventing nutrient deficiencies and promoting optimal physical and mental wellbeing. Understand the practical applications of food choices and dietary habits in maintaining a healthy lifestyle.	Through engaging in experiments, demonstrations, and class discussions, students will actively discover and understand the vital role of food and nutrition in our lives. Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: end of unit assessment This assess how effectively students have developed their understanding of the topic	Understanding food and nutrition is crucial as it provides a foundation for comprehending the importance of a balanced diet in maintaining good health. This knowledge is applicable in fields such as biology, sports science, and personal well-being, it also promotes critical thinking and empowers students to make informed decisions about their dietary choices.	This builds on your existing knowledge about a healthy diet from KS2. This builds towards gaining a deeper understanding of nutrition in KS4 and the greater impact of climate change. This provides an opportunity for collaboration between science and food tech	Investigate the nutrients present in carbohydrates, proteins, fats, vitamins, and minerals and their roles in the body. Use understanding of balanced diets to make informed decisions about food choices and their impact on health. Assess the significance of consuming a variety of nutrients in appropriate proportions for optimal physical and mental wellbeing. Embedded skills tasks	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation



Term 2

	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
Periodic table	We will explore the fescinating world of elements and their organization.	What is the Periodic Table and why is it important in understanding matter? <u>UAE Link:</u> The importance of the chemical industry to the UAE economy	-investigate the structure and organization of the Periodic Table, including the arrangement of elements based on their atomic number and propertiesExplore the concept of chemical symbols and atomic structure, including the number of protons, neutrons, and electrons in an atomUnderstand the periodic trends, such as atomic size, electronegativity, and reactivity, and their implications in chemical reactionsRecognize the practical applications of elements in everyday life, industry, and technology.	Through hands-on experiments, demonstrations, and class discussions, students will actively engage in learning about the Periodic Table and its significance. Assessment for Learning questioning, peer and set! assessment, class discussion and feedback. Summative Assessment; and of unit assessment will assess how effectively students have developed their understanding of the topic.	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 knowledge is applicable in fields such as chemistry, materials acience, and engineering, it also promotes critical thinking and problem-solving abilities, enabling students to eneign and predict the properties and interactions of different elements.	This builds on your existing knowledge about elements and matter from KS2 This builds fowards gaining a deeper understanding of atoms and elements covered in KS4 This provides an opportunity for collaboration between Science and Matths	-Analyze the structure and organization of the Periodic Investigate the arrangement of elements based on their atomic number and properties and understand the significance of periods and groups. -Learn about the representation of elements using symbots and understand the composition of atoms in terms of protons, neutrons, and electrons. -Examine the patterns in atomic size, electronegativity, and reactivity across the Periodic Tables, and understand how these trends influence chemical behavior.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment Implementation
Light	We will explore the fascinoting properties and behaviors of light end its significance in our daily lives.	What is light and why is it important to understand? UAE Link: Exploring the affect light pollution has on the environment.	-investigate the neture of light, including its characteristics as a form of electromagnetic radiation and its behavior as both a particle and a verveExplore the properties of light, such as reflection, refraction, and clapersion, and understand how they contribute to phenomena like color, image formation, and optical illusionsLearn about the electromagnetic spectrum and the different types of light waves, including valide light, infrired, ultraviolet, and moreRacognize the practical applications of light in various fields, such as communication, technology, and medicine.	Through hands-on experiments, demonstrations, and class decousaions, students will actively engage in learning about light and its significance. Assessment for Learning questioning, peer and self-assessment, class discussion and feecback. Summative Assessment: end of unit assessment will asses how effectively students have developed their understanding of the topic.	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-blased technologies. This knowledge is applicable in fields such as physics, optics, and engineering. It also promotes critical thinking and problem-solving shifflines, enabling sudents to understand the rote of light in various phenomena and technological advancements.	This builds on your sideting knowledge about light from KS2. This builds towards gaining a deeper understanding of light in KS4 IGCSE and A Level This provides an opportunity for collaboration between Art, ICT and Maths	*Analyze the nature of light; investigate the properties of light as both a particle and a wave and understand its characteristics as electromagnetic radiation. *Explore the behaviors of light: Examine how light interacts with different materials through reflection, refraction, and dispersion, and understand how these behaviors contribute to the formation of images and the perception of cotor. *Learn about the electromagnetic spectrum: Explore the different types of light waves within the electromagnetic spectrum and understand their applications and effects on living organisms. *Recognize the practical applications of light: Discover how light is utilized in various fields, such as communication systems, optical technologies, and medical imaging.	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
Plants and Photosynthes is	We will explore the exciting world of plants and photosynt hesis	How do plants grow, reproduce, and perform photosynthesis? UAE Link: Understanding the importance of plant life in maintaining biodiversity and supporting sustainable agriculture in the UAE.	Describe what happens in photosynthesis and its importance. Identify and describe the parts and functions of a flower and plant. Explain the process of pollination, fertilization, and seed germination. Describe the adaptations of leaves for photosynthesis and the role of stomata in gas exchange.	Through experiments, observations, and discussions, students will explore plant processes and their importance. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: end of unit assessment	Understanding plant processes is crucial for comprehending how plants grow, reproduce, and perform photosynthesis. This knowledge applies to fields such as biology, agriculture, and environmental science. It also enhances critical thinking and problem-solving skills, enabling students to analyze and explain plant processes and make informed decisions.	This builds on your existing knowledge about the functions of plant parts and their growth requirements in KS2 and Year 7. It builds towards gaining a deeper understanding of plant biology in Key Stage 4 and the broader implications of plant science in agriculture and environmental sustainability. It provides an opportunity for collaborative learning between the subjects of Biology and Environmental Science.	- Analyze plant processes and their importance in different scenarios Investigate the conditions required for plant growth and photosynthesis Apply knowledge of plants to evaluate growth conditions and reproduction Use scientific methods to investigate plant processes like photosynthesis and germination.	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
Sound	We will explore how sounds are made, how they travel, and how we can analyze and compare different types of waves. UAE Link: Call to prayer Adhan	Have you ever heard the Adhan from far away? How does that sound reach you, even when the mosque is not nearby?	Sound production and travel: Sounds are made by vibrations that pass through air molecules to the ear. Key terminology: Pitch ↔ frequency; Loudness/volume ↔ amplitude. Wave types: Sound is a longitudinal wave; identify features such as amplitude, wavelength, peak, and trough. Factors affecting sound: Loudness depends on vibration size; pitch depends on vibration frequency.	Through hands-on experiments (e.g., tuning forks, string phones), wave simulations, and analyzing real-world examples like the Adhan. Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment: end of unit assessment This assessment will assess how effectively students have developed their understanding of the topic	Understanding sound waves is essential for careers in music, engineering, and communication technology. It fosters scientific curiosity about everyday phenomena (e.g., echoes, hearing) and links to UAE culture (Adhan).	Builds on KS2 knowledge of vibrations and sound. Connects to physics (waves) and technology (audio devices).	Wave diagrams; presentations on sound applications Answering the big question	Observation Critical Thinking, Collaboration Problem-Solving Data Analysis Creativity Safety Awareness
Earth and Space	We will explore the structure of the Earth, planetary motion, seasons, and gravitation al forces.	How do Earth's layers, motion, and gravitational forces shape our planet and solar system? UAE Link: Hazzaa Al Mansoori,	Describe the layers of the Earth and their properties. Explain Earth's motion, seasons, and magnetic field. Understand gravity, weight vs. mass, and gravitational calculations. Relate Earth's rotation to day/night and the sun's apparent movement.	Through diagrams, experiments (e.g., modeling Earth's layers), data analysis, and discussions about real-world phenomena like seasons and gravity.	This knowledge is foundational for understanding Earth science, astronomy, and physics. It applies to careers in geology, engineering, and space exploration, while fostering critical thinking about natural phenomena.	Builds on KS2 learning about the solar system, Earth's motion, and basic forces.	Projects: Model Earth's layers; Space project Assessment: Quizzes on planetary motion; calculations for weight/mass conversions.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

Year 8 Success Criteria: Science



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
AO1: Knowledge and Understanding of Science	Inconsistently recalls basic scientific concepts and terminology.	Shows limited understanding and occasional correct use of scientific terms.	Demonstrates a good understanding of scientific concepts and uses terminology correctly.	Shows thorough understanding and frequently uses scientific terminology accurately.	Consistently demonstrates in- depth understanding and precise use of scientific terminology.
AO2: Application of Knowledge and Understanding, Evaluation, and Problem-Solving	Inconsistently applies knowledge in new contexts and evaluates information.	Occasionally applies knowledge to new situations and performs basic evaluations with guidance.	Applies knowledge to new situations and performs basic evaluations independently.	Frequently applies knowledge effectively in various contexts and demonstrates strong evaluative skills.	Consistently applies knowledge accurately and demonstrates advanced evaluative skills in a variety of contexts
AO3: Experimental Skills, Analysis, and Evaluation of Data and Methods in Science	Inconsistently performs experimental techniques and interprets data.	Performs basic experimental techniques with guidance and occasionally interprets data correctly.	Independently performs experimental techniques and interprets data accurately.	Demonstrates strong experimental skills and frequently interprets data effectively.	Consistently demonstrates advanced experimental skills and accurately evaluates and improves experimental methods.





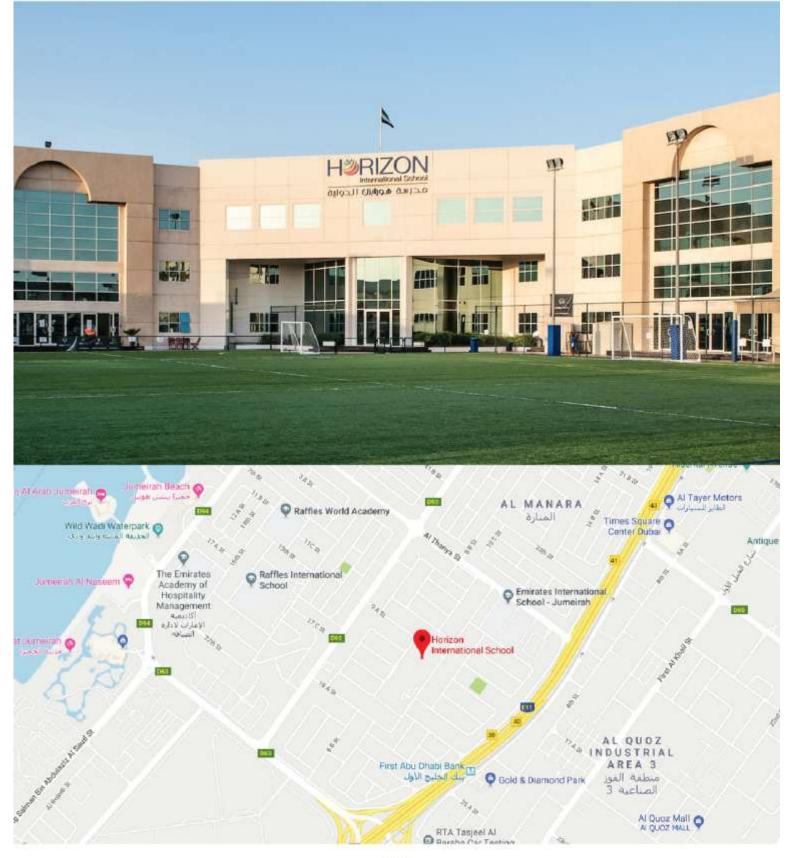
Everyone Counts

Everyone Contributes

Everyone Succeeds









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