

Computer Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Python Programming	1	Content/Skills Variables, data types, lists, loops, and functions. Problem-solving, logical thinking, debugging.	Builds on Year 7–8 knowledge of Scratch, flowcharts, and basic Python.	Coding tasks can model real-life Qatari contexts (e.g., population data, shopping costs). Encourages innovation and problem-solving linked to Qatar 2030 vision.
Cyber Security	1	Online threats, data protection, encryption, safe online behaviour. Critical thinking, responsible digital citizenship.	Builds on earlier e-safety lessons and ICT acceptable use policies.	Highlights Qatar's role in protecting digital infrastructure. Connects to national efforts to build secure smart cities and protect youth online.
2D Animation	2	Storyboarding, keyframes, layers, adding movement and sound. Creativity, digital design, storytelling.	Builds on Year 7–8 work in graphics and simple animations.	Students can design animations around Qatari culture, heritage, and traditions. Promotes pride and creativity while preserving national stories.
3D Animation	2	3D modelling, textures, lighting, rendering. Spatial awareness, design thinking, resilience.	Develops from 2D animation and earlier design projects.	3D designs of Qatari landmarks, architecture, and cultural symbols. Supports innovation and digital creativity in line with Qatar 2030.

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Emerging Technologies & AI	3	AI, robotics, VR/AR, automation, ethics of technology.	Builds on practical coding/animation by exploring real-world applications.	Direct tie to Qatar National Vision 2030 (knowledge economy, innovation, AI in smart cities, FIFA tech use).
NCSA Cyber Security	3	Network security basics, threat detection, cyber hygiene. Awareness of careers in cyber security.	Builds on earlier cyber safety knowledge and the main Cyber Security unit.	Connects to Qatar's national strategy on cybersecurity and protecting digital infrastructure. Encourages students to see future roles in supporting Qatar's growth and security

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English

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Introduction to English	1	- Students write letters of introduction - Use correct letter format and organise ideas clearly - Write for a specific audience and purpose - Apply accurate spelling, punctuation, and grammar	- Builds on Year 7/8 experience of writing letters of introduction and persuasive letters, developing understanding of audience, purpose, and tone - Extends skills in organising ideas logically, using paragraphs effectively, and structuring letters with clear openings, body, and closings - Develops more sophisticated use of language features, including formal and semi-formal expressions, persuasive techniques, and varied sentence structures	- Students share their background and values through introductions - Builds pride in Qatar and strengthens national identity - Develops appreciation of diverse perspectives in line with Qatari cultural values
World War One Poetry	1	- Analyse themes such as war, sacrifice, patriotism, and loss in a range of WWI poems - Explore language techniques like imagery, metaphor, rhythm, and tone to understand impact - Compare poets' perspectives and historical context to deepen interpretation	- Builds on Year 7 experience analysing poetry from different cultures, developing skills in interpreting themes, tone, imagery, and structure - Extends understanding of how context influences meaning, preparing students to explore historical and social context in WWI poetry - Develops analytical writing skills by comparing poems and discussing language choices, which supports deeper interpretation of war poetry	- Reflect on universal themes of courage, resilience, and remembrance that connect to Qatari values - Build empathy by exploring the human cost of war and the importance of peace - Encourage students to think critically about global conflict and their role as responsible citizens

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Extreme sports	1	• Read and analyse articles, blogs, and interviews about extreme sports to understand viewpoints • Learn to write engaging reports, descriptions, or persuasive pieces about risk-taking and adventure • Use descriptive language and technical vocabulary to create excitement and tension • Discuss, debate, and peer assess to develop speaking, listening, and critical thinking skills	• Builds on Year 8 descriptive and travel-writing skills, enabling students to write more detailed, engaging accounts of events or experiences • Extends experience in using persuasive and informative language to influence or inform an audience, preparing for more complex feature articles or opinion pieces in Year 9	• Explore Qatar's commitment to sports, adventure, and hosting international sporting events • Build pride in Qatar's sporting achievements and infrastructure (e.g., Aspire Zone, global tournaments) • Encourage healthy risk-taking, resilience, and teamwork — values that connect with Qatar's vision for youth development
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Mathematics

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Numbers	1	- Place value for whole numbers and decimals (units, tens, hundreds, tenths, hundredths, thousandths). - Reading and writing numbers in words and digits. - Ordering and comparing positive and negative integers and decimals. - Rounding to a given place value and estimation strategies. - Prime numbers, composite numbers, square numbers and cube numbers. - Factors, multiples, highest common factor (HCF) and lowest common multiple (LCM). - Basic indices (squares and cubes) and simple roots (square roots). - Divisibility rules (2,3,5,9,10). - Using calculators appropriately and checking answers with estimation. - Place value: 4 237 means 4 thousands, 2 hundreds, 3 tens, 7 units. - Ordering: Put these in order smallest to largest: -3, 0, 2, -1. Answer: -3, -1, 0, 2. - Rounding: Round 3.476 to 1 decimal place = 3.5 because 0.07 rounds 3.47 up to 3.5. - Prime factorisation: $84 = 2 \times 2 \times 3 \times 7$ so $84 = 2^2 \times 3 \times 7$. - HCF and LCM: For 18 and 24, HCF = 6, LCM = 72? Check LCM: multiples of 24 are 24,48,72 and 18 divides 72 so LCM = 72. For 8 and 12, LCM = 24. - Square and cube: 6 squared = 36, 4 cubed = 64.	Builds on Year 6 knowledge of place value, addition, subtraction, multiplication, and division, as well as basic number properties (factors, multiples, primes).	Connect numbers to Qatar's economy (e.g., riyal currency, budgeting in shopping), population statistics, and national development figures (such as FIFA 2022 attendance numbers).

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Algebra Expressions	1	1. Using and interpreting algebraic notation: symbols, coefficients, constants, terms, expressions. 2. Collecting like terms and simplifying linear expressions. 3. Expanding single brackets and collecting terms after expansion. 4. Factorising simple expressions by taking out a common factor. 5. Writing expressions from word situations and diagrams. 6. Substitution: evaluate expressions for given values of variables. 7. Understanding and using powers in algebraic form (x squared). 8. Using letters to generalise number patterns. Examples: 9. Simplify: $3x + 5x - 2 = (3x + 5x) - 2 = 8x - 2$. 10. Expand: $3(2x + 5) = 6x + 15$. 11. Factorise: $6x + 9 = 3(2x + 3)$. 12. Write expression: A rectangle has length $3x$ and width 2, area = $3x * 2 = 6x$. 13. Substitute: Evaluate $3x^2 + 4$ when $x = 2$. $3*(2^2) + 4 = 3*4 + 4 = 12 + 4 = 16$.	Extends from arithmetic and recognizing patterns in number sentences; introduces variables as a way of generalizing.	Use formulas for calculating ticket prices, transport costs, or simple budgeting scenarios relevant to daily life in Qatar.
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Algebra Equations	1	1. Solving one-step linear equations using inverse operations. 2. Solving two-step linear equations (including those with brackets). 3. Solving equations with variables on both sides. 4. Forming equations from word problems and solving them. 5. Solving simple equations with fractional coefficients and decimals. 6. Introduction to inequalities and using the inequality symbol, solving simple linear inequalities. 7. Checking solutions by substitution. Examples: 8. Solve $2x + 5 = 17$. Steps: $2x = 12$, $x = 6$. 2/6 9. Solve $3(x - 2) = 12$. Steps: $3x - 6 = 12$, $3x = 18$, $x = 6$. 10. Solve $5x - 3 = 2x + 9$. Steps: $3x - 3 = 9$, $3x = 12$, $x = 4$. 11. Fraction coefficient: $(1/2)x + 3 = 7$. Steps: $(1/2)x = 4$, $x = 8$. 12. Word problem: "Three times a number minus 4 is 11." Equation $3n - 4 = 11$, so $3n = 15$, $n = 5$.	Builds on balancing skills from arithmetic (inverse operations, fact families).	Apply equations to real-life problems in Qatar, such as calculating costs for group trips to Katara or Souq Waqif, or sharing expenses among family members.
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Fractions	1	1. Understand numerator and denominator and visual fraction models. 2. Equivalent fractions and simplifying fractions to lowest terms. 3. Converting between improper fractions and mixed numbers. 4. Addition and subtraction with same denominator and different denominators (finding common denominator). 5. Multiplication of fractions and fraction of an amount. 6. Division of fractions by integers and by other fractions (reciprocal method). 7. Converting between fractions, decimals and percentages. 8. Comparing and ordering fractions. Examples: 9. Simplify $\frac{8}{12}$. Divide numerator and denominator by 4 to get $\frac{2}{3}$. 10. Add $\frac{1}{4} + \frac{1}{3}$. Common denominator 12: $\frac{3}{12} + \frac{4}{12} = \frac{7}{12}$. 11. Multiply $\frac{2}{3} \times \frac{3}{4} = \frac{6}{12} = \frac{1}{2}$. 12. Divide $\frac{3}{4} \div 2 = \frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$. 13. Fraction of amount: $\frac{3}{5}$ of 60 = $60 \times \frac{3}{5} = 12 \times 3 = 36$. 14. Convert: $\frac{3}{8} = 0.375$ as a decimal.	Builds on knowledge of equivalent fractions, simplifying, and basic fraction operations from Year 6.	Fractions in Qatari food culture (e.g., dividing traditional dishes, recipes, or dates during Ramadan).
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Decimals	2	1. Place value with decimals to thousandths and beyond. 2. Reading and writing decimals in words and digits. 3. Ordering, comparing and rounding decimals to specified places. 4. Addition and subtraction with decimals (align decimal points). 5. Multiplication and division with decimals (shifting decimal places). 6. Converting between fractions, decimals and percentages. 7. Multiplying and dividing by powers of 10. 8. Using decimals in measurement and money contexts. Examples: 9. Place value: 4.237 is 4 units, 2 tenths, 3 hundredths, 7 thousandths. 10. Add: $2.35 + 0.7 = 3.05$. 11. Multiply: $4.2 \times 0.5 = 2.1$. 12. Divide: $12.6 \div 0.3 = 42$. Work: multiply numerator and denominator by 10 to get $126 \div 3 = 42$. 13. Convert fraction to decimal: $3/8 = 0.375$.	Connects with place value, fractions, and money in Year 6.	Qatari riyal currency (riyals and dirhams), fuel consumption and prices in Qatar.
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Angles	2	1. Naming angles: acute, right, obtuse, straight, reflex, complete. 2. Measuring and drawing angles with a protractor and estimating angles. 3. Angle facts: angles on a straight line sum to 180 degrees, around a point sum to 360 degrees, vertically opposite angles equal. 4. Angles in triangles sum to 180 degrees; in quadrilaterals sum to 360 degrees. 5. Angle properties in parallel lines: alternate, corresponding and co-interior angles. 6. Interior and exterior angles of polygons and calculating interior angle of a regular polygon. 7. Using angle facts to find missing angles. Examples: 8. Missing triangle angle: In triangle angles 45 degrees and 60 degrees, missing angle = $180 - (45 + 60) = 75$ degrees. 9. Parallel lines: If one corresponding angle is 110 degrees then the matching corresponding angle is 110 degrees. 10. Co-interior example: If one angle is 70 degrees, the co-interior angle on the same side of the transversal is 110 degrees because $70 + 110 = 180$. 11. Regular hexagon interior angle = $(6 - 2) \times 180 / 6 = 120$ degrees.	Builds on basic shape recognition and introduction to right angles in Year 6.	Qatari architecture (e.g., Islamic geometric patterns in mosques, Museum of Islamic Art), modern buildings in Doha with unique angle designs.
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Sequences	2	1. Recognising numeric and geometric patterns: term-to-term and position-to-term descriptions. 2. Generating terms of arithmetic sequences and finding common difference. 3. Finding the nth term of simple linear sequences ($a_n = a + (n-1)d$ form). 4. Recognising simple geometric sequences and simple quadratic sequences (intro to square numbers). 5. Using algebra to represent sequences and extending sequences. 4/6 6. Using formulae to find specific terms without listing all previous terms. Examples: 7. Sequence 3, 7, 11, 15. Common difference = 4. nth term = $4n - 1$. Check: $n=1$ gives 3. 8. Sequence 2, 4, 8, 16 is geometric with ratio 2. 5th term = 32. 9. Squares sequence 1, 4, 9, 16, nth term = n^2. 10. Given nth term $5n + 2$, find 10th term = $5 \times 10 + 2 = 52$	Extends number pattern recognition from Year 6 (odd/even, multiples).	Patterns in Qatari heritage, such as Arabic mosaic designs, carpets, and repeated geometric art.
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Shapes	2	1. Classifying 2D shapes (triangles, quadrilaterals, polygons) and 3D shapes (prism, pyramid, sphere, cylinder, cone). 2. Identifying properties: sides, angles, vertices, edges, faces, symmetry lines, parallel sides. 3. Distinguishing regular and irregular shapes, convex and concave polygons. 4. Understanding nets of 3D shapes and how faces form solids. 5. Identifying types of triangles: equilateral, isosceles, scalene, right-angled. 6. Using coordinates to describe positions of shapes and simple constructions. Examples: 7. A cube has 6 faces, 12 edges and 8 vertices. 8. Triangle classification: triangle with sides 5, 5, 8 is isosceles because two sides equal. 9. Symmetry: An equilateral triangle has 3 lines of symmetry. 10. Net: A net of a rectangular prism is 6 rectangles arranged to fold into a box.	Builds on knowledge of 2D and 3D shapes, polygons, and symmetry from Year 6.	Explore Qatari landmarks (e.g., dhow boats, stadiums built for FIFA World Cup, Souq Waqif structures) and traditional Islamic geometric art.
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Area	2	Perimeter and area for rectangles and squares: area = length x width. Area of a triangle: area = $\frac{1}{2} \times$ base x height. Area of a parallelogram: area = base x height. Area of a trapezium (trapezoid): area = (sum of parallel sides / 2) x height. Area of circles (introduction): area = $\pi \times$ radius squared (use of π approx 3.14 or π). Area of compound shapes by splitting into simple shapes. Units of area and converting between mm², cm², m² and km². Using area in problem solving and real contexts. Examples: Rectangle area: length 7 and width 4 gives area $7 \times 4 = 28$ square units. Triangle area: base 6 and height 4 gives area = $\frac{1}{2} \times 6 \times 4 = 12$ square units. Trapezium area: parallel sides 6 and 10, height 4. Area = $\left(\frac{6 + 10}{2}\right) \times 4 = \left(\frac{16}{2}\right) \times 4 = 8 \times 4 = 32$. Circle area: radius 3, area = $\pi \times 3^2 = 9\pi$ approx 28.27.	Builds on rectangle and square area from Year 6.	Calculate the area of stadium pitches (Qatar World Cup), desert tents, majlis carpets, or museum floor designs.
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Ratio	3	Understanding ratio notation and simplifying ratios. Dividing quantities in a given ratio (partitive division) using the unitary method. Ratio to fraction and percentage conversions. Scaling amounts up and down using ratios. Ratio problems in recipes, maps and mixture problems. Using ratio to compare quantities and rates. Examples: Simplify ratio 12:8. Divide both by 4 to get 3:2. Divide 84 in ratio 2:5. Total parts = 7. One part = $84 / 7 = 12$. Parts are 24 and 60. Ratio to fraction: in ratio 2:3 the first part is $\frac{2}{5}$ of the whole and the second is $\frac{3}{5}$. Scaling: A model is in ratio 1:50. A real object of 2000 mm becomes $2000 / 50 = 40$ mm on the model.	Builds on fractions, proportion, and scaling.	Link to Qatari cooking recipes (mixing spices, drinks like karak tea), map scales of Qatar's regions, or proportion in traditional architecture.
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Transformations	3	- Translations (sliding): moving shapes by a vector and keeping orientation. - Reflections (mirror images) across a line, including coordinate reflections. - Rotations by 90, 180, 270 degrees (clockwise or anticlockwise) around a point. - Enlargements (scale factor) from a centre of enlargement, including fractional scale factors. - Combining transformations and recognising congruence and similarity. - Using coordinates to describe the effect of transformations. - Examples: - Translation: Move point (1, 3) by vector 4 right, 2 up $\rightarrow$ new point (5, 5). - Reflection: Reflect (3, 2) in the y-axis $\rightarrow$ (-3, 2). - Rotation: Rotate (2, 1) 90 degrees clockwise about origin. Rule gives (y, -x) so (2,1) $\rightarrow$ (1, -2). - Enlargement: Enlarge (2, 1) by scale factor 3 from origin $\rightarrow$ (6, 3).	Extends from symmetry and reflections in Year 6.	Islamic art in Qatar often uses transformations (rotations, reflections, tessellations), as seen in mosque decorations and cultural motifs.
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Probability	3	Understanding probability as number from 0 to 1 and as a fraction, decimal and percentage. Listing sample spaces for simple experiments (coins, dice, spinners). Theoretical probability vs experimental (relative frequency) probability. Using equally likely outcomes to compute probability. Simple tree diagrams for two-step experiments and combined events. Complementary probability: $P(\text{not } A) = 1 - P(A)$. Expected frequency in repeated trials. Examples: Single die: $P(\text{rolling a } 4) = 1/6$. Single coin: $P(\text{heads}) = 1/2$. Two coins both heads: $1/2 \times 1/2 = 1/4$. Complement: If $P(\text{rain}) = 0.3$ then $P(\text{not rain}) = 0.7$. Expected frequency: If probability of event is $1/6$ and you do 60 trials, expected outcomes = $60 \times 1/6 = 10$.	Builds on understanding chance and fairness from games in Year 6.	Relate to national sports in Qatar (e.g., football match outcomes, camel racing), weather forecasting, or raffle draws during National Day events.
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Statistics	3	Collecting data: designing simple surveys and recording results, understanding sampling. Types of data: categorical vs numerical, discrete vs continuous. Representing data: bar charts, pictograms, pie charts, line graphs, frequency tables, stem-and-leaf. Constructing and interpreting histograms and using class intervals for grouped data (introduction). Measures of central tendency: mean, median, mode; and spread: range (and introduction to quartiles and interquartile range). Calculating mean from frequency tables and handling outliers. Interpreting and critiquing graphs and data displays; identifying misleading representations and bias. Basic probability links between statistics and probability via relative frequency. Examples: Mean, median, mode, range for data 3, 7, 7, 9, 12. Mean = $(3 + 7 + 7 + 9 + 12) / 5 = 38 / 5 = 7.6$. Median = 7. Mode = 7. Range = $12 - 3 = 9$. Frequency table mean Interpreting graphs: If a bar chart shows most students choosing football, check sample size and whether categories are exhaustive. Misleading graph example to discuss: unequal axis intervals or pictogram symbols of different sizes can mislead.	Builds on interpreting bar charts, pictograms, and simple data handling from Year 6.	Use real data from Qatar, such as population demographics, student surveys, weather/climate graphs, or traffic data in Doha.
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Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Inheritance and variation	1	- Define variation and use examples to describe the difference between environmental and inherited variation. - Explain the causes of variation. - Differentiate between continuous and discontinuous variation. - Use the correct graph for representing data for continuous and discontinuous variation. - Define terms such as: DNA, gene and chromosome. - Describe how characteristics are inherited. - Describe the difference between dominant and recessive alleles, as well as the three types of dominance (complete, incomplete and co-dominance).	Year 7 – Awareness that offspring inherit characteristics from parents Year 8- Introduction to DNA	Scientific knowledge, research, and innovation.
Natural selection and adaptations	1	- Describe the process of natural selection and how species change and develop through this process. - Describe some structural, behavioral, and functional adaptations of animals.	Year 7 – Introduction to adaptations in plants and animals Year 8 – Introduction and more detailed explanation of ecology and adaptation Year 8- Food chains and food webs	Innovation, resilience, and sustainability.

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Extinction	1	- Describe factors that may cause extinction. - Describe how extinction can be prevented using gene banks.	Year 8 – Introduction to conservation and sustainability Year 8 – Human impact on species and the environment	Conservation and responsible management of biodiversity.
Antibiotic resistance	1	Explain how antibiotic resistance develop because of natural selection.		Health, scientific research, and responsible use of technology.
Maintaining biodiversity	1	Describe some techniques for maintaining biodiversity.	Year 7 – Awareness of ecosystems and the interdependence of living things Year 8 – More detailed explanation of ecosystems	Environmental sustainability and responsible management of natural resources.
Ecosystems: biotic and abiotic factors	1	- Differentiate between biotic and abiotic factors. - Provide examples of abiotic and biotic factors.	Year 7 – Simple understanding of living and non-living components in the environment Year 8 – Food chains and food webs	Scientific understanding of ecosystems and sustainable management of the environment.
Reactions	1	- Define a chemical reaction and compare it to physical changes. - Explain how chemical reactions are useful. - Identify reactants and products in word equations, how to write them and use a particle diagram to explain the rearrangement of atoms in a chemical reaction.	Year 6 and 7 – Recognizing chemical symbols and simple formulae	Scientific knowledge, innovation, and responsible use of technology.

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French

Topic	Terme	Contenu / compétences développées	Liens avec l'identité nationale du Qatar
Prochain arrêt. J'ai une idée!	1	Comprendre des annonces. Demander un renseignement. Fêter un événement. Planifier un repas. Organiser une soirée. S'excuser. Remercier quelqu'un. Projet culturel: imaginer un festival culinaire.	Comprendre ces annonces implique une familiarisation avec les termes arabes courants, la politesse et les codes culturels de communication. La société qatarie valorise le respect. Pour demander un renseignement, il est important d'utiliser des formules de politesse et de montrer du respect envers les interlocuteurs, souvent âgés ou en position d'autorité. Les événements au Qatar sont souvent liés à des traditions islamiques (comme l'Aïd) ou à des fêtes nationales (comme la Fête nationale du Qatar, le 18 décembre). Ces célébrations incluent des rassemblements familiaux, des repas traditionnels (machbous, harees), des spectacles culturels et un fort esprit communautaire. La cuisine qatarie est riche et variée, avec une grande importance accordée à l'hospitalité. Planifier un repas implique souvent de prévoir des plats traditionnels, du café arabe (gahwa) et des dattes, en respectant les horaires des repas liés aux pratiques religieuses (comme le jeûne du Ramadan). Organiser une soirée au Qatar tient compte des normes sociales et religieuses. Les soirées peuvent être familiales ou entre amis proches, avec un cadre souvent privé ou dans des lieux autorisés. Les activités respectent les valeurs culturelles, comme la musique traditionnelle et la danse, tout en évitant les comportements inappropriés en public. S'excuser et remercier en arabe est important dans la culture qatarie. Les excuses doivent être sincères et accompagnées d'un langage corporel approprié, témoignant d'une réelle volonté de réparer un tort. Un festival culinaire au Qatar pourrait mettre en avant la richesse des cuisines locales et régionales, incluant des plats qataris traditionnels comme le machbous, les fruits de mer, le khubz (pain arabe) et le gahwa.

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Vous avez deux minutes?	1	Parler d'une rencontre. Raconter une anecdote. Faire un portrait Engager une conversation Projet culturel: photographier les visages de son village.	Dans la culture Qatarienne, parler d'une rencontre implique souvent de souligner l'importance du respect, de la générosité et de l'hospitalité. Une rencontre peut avoir lieu dans un majlis (salon traditionnel) ou lors d'un événement familial ou social. Raconter une anecdote au Qatar se fait souvent avec un style respectueux et indirect, en valorisant la sagesse, l'humour subtil et la morale. Les histoires sont fréquemment liées à la vie quotidienne, aux traditions bédouines, à la mer (pêche, perles) Faire le portrait d'une personne au Qatar peut inclure la description de son rôle dans la famille ou la communauté, ses valeurs (hospitalité, loyauté, foi), ainsi que ses attributs physiques et vestimentaires traditionnels (comme la thobe ou l'abaya). Ce portrait peut aussi évoquer l'importance de la lignée et du respect des anciens. Engager une conversation au Qatar commence souvent par des formules de politesse, des questions sur la famille ou la santé, et des sujets culturels ou religieux. Le respect des codes sociaux est essentiel, notamment en évitant les sujets controversés ou trop personnels avec des inconnus. Montrer un intérêt sincère pour les traditions et la culture qatarie facilite les échanges. Ce projet mettrait en lumière la diversité et la richesse humaine de la communauté Qatarienne, en valorisant les différentes générations, les vêtements traditionnels, les expressions et les métiers locaux. Il permettrait de documenter l'identité culturelle à travers les visages, tout en respectant les valeurs de modestie et de consentement, très importantes au Qatar.
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Geography

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
From rock to soil / Using Earth's resources	1	This unit provides a sophisticated synthesis of physical and human geography, demanding higher-order thinking and evaluative skills. It begins by establishing a advanced understanding of petrology, moving beyond simple classification to analyse the specific conditions and processes that form different rock types. This foundational knowledge is critically applied to the concept of the rock cycle, with an emphasis on the role of plate tectonics as its primary driver. Students then engage in a detailed forensic analysis of the British Isles' geological history, interpreting complex evidence like fossil records and stratigraphy to construct a narrative of tectonic movement and climatic change over geological time. This culminates in explaining the causal relationships between geology, rock resistance, and the UK's diverse landscapes. The unit then pivots to a critical study of global resource geopolitics, analysing the profound consequences of uneven distribution. Students evaluate the multifaceted crises of water stress and food insecurity, recognising them as complex syndromes of poverty, climate, and conflict. The unit concludes by rigorously assessing the global dependency on fossil fuels and the monumental	This Year 9 unit represents a significant progression in geographical scale and conceptual complexity from prior learning. It draws upon and deepens the understanding of earth processes and systems, such as weathering, erosion, and resource management, introduced in earlier years. The skills of spatial analysis, causal reasoning, and evaluation, first developed through topics like population dynamics and urbanisation, are now applied to longer-term, large-scale geological and environmental processes. The module on resources directly extends themes initially explored in physical and human geography units, requiring students to move from identifying patterns to critically analysing the interconnectedness of environmental, economic, and social systems at a global scale. This unit expects students to synthesise knowledge from across physical geography, environmental science,	This unit provides a critical and directly relevant framework for understanding Qatar's past, present, and future, aligning with all pillars of the Qatar National Vision 2030. The study of fossil fuel formation and the economics of energy transition is not abstract but central to Qatar's national identity and its future economic diversification and environmental sustainability goals. The in-depth analysis of water security challenges equips students with the knowledge to appreciate the scale of Qatar's achievements and innovations in this field, such as large-scale desalination and water security mega-projects. Furthermore, evaluating the global inequalities in resource distribution fosters a sense of global citizenship and aligns with Qatar's role in international development and humanitarian aid. Ultimately, the unit empowers students to

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		economic, political, and technological challenges of achieving a carbon-neutral future, fostering a deep understanding of the imperative for sustainable systems.	and socio-economic studies to form informed, synoptic judgements on pressing global issues such as sustainability, resource equity, and climate response.	think critically about the sustainable management of resources, which is fundamental to the nation's long-term resilience and the core of Qatar's ambitious environmental and developmental vision.
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History

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
World War One	1	This unit provides a deep analysis of the causes, nature, and consequences of World War One. It begins by systematically investigating the long-term causes: Militarism, Alliances, Imperialism, and Nationalism (MAIN). Developing skills in causal reasoning and linking interconnected factors. Students then analyse the short-term trigger, the assassination in Sarajevo, to understand how a single event can unleash broader tensions. The unit shifts to examine the experience of war, including the use of propaganda, the morality of conscription, and the brutal realities of trench warfare. A key skill developed is the evaluation of historical interpretations, specifically through the contested legacy of General Haig. The unit culminates in evaluating Germany's defeat and analysing the terms and profound impact of the Treaty of Versailles, building skills in assessing consequences and crafting evidence-based judgements.	This unit is a direct progression from the analytical frameworks built in Years 7 and 8. Students apply their understanding of alliances, power dynamics, and imperial rivalry from the British Empire unit to a specific, explosive European context. The concept of assessing multiple causes and consequences , first developed with the Norman Conquest and then on a global scale with the Empire, is now focused with greater depth on a single, catastrophic event. The skill of evaluating historical interpretations (practised in the Norman Conquest unit) is advanced significantly through the case study of Douglas Haig, requiring more nuanced analysis of perspective and evidence.	Studying World War One supports the Qatar National Vision 2030's emphasis on international cooperation and diplomacy . The unit serves as a powerful case study on the catastrophic failure of diplomacy and the dangers of entrenched nationalism and military escalation. It fosters critical thinking about the importance of peaceful conflict resolution and the role of international treaties and organisations, principles that align with Qatar's active and mediation-focused foreign policy. Furthermore, analysing the impact of propaganda encourages media literacy, a crucial skill for engaged citizenship. The module on men who refused to fight connects to themes of individual conscience and ethics, promoting the human development pillars of the QNV.

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Music

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Steady Beat & Rhythm Basics	T1	Reaffirm beat precision and complex rhythms (syncopation, polyrhythm)	Revisits rhythm work from Y7 & Y8; prepares for advanced performance	Identify complex rhythms used in Qatari drumming and ceremonial music
Review of 5 Musical Periods (overview)	T1	Historical overview of Medieval to Romantic periods; timeline creation	Synthesises Y7–Y8 history learning; prepares for genre and context comparisons	Explore what makes Qatari music distinct from Western music traditions
Exploration of Music Genres	T1	Identify and compare genres: jazz, pop, blues, rap, rock, EDM	Uses analytical skills from music history studies	Explore influences of global genres on modern Qatari youth music
20th Century Music: History & Listening	T1	Study key composers and pieces from 20th century; dissonance, minimalism, atonality	Builds on classical and romantic expression concepts	Discuss modernisation of Qatari music alongside global music evolution
21st Century Music: Bands, Musicians, Singers	T1	Explore music industry, modern production, and artist branding	Reflects real-world applications; critical listening	Link with Qatari artists, local talents, and global music trends
Introduction to Piano – Performance Skills	T1	Develop piano technique; play simple modern and classical melodies	Builds on Y7–Y8 keyboard/piano foundations	Perform simplified Qatari national/patriotic songs on piano

ACHIEVING TOGETHER

PE

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Athletics (Running, High Jump, Long Jump)	Term 1	Running, jumping (long jump/high jump), and take-off techniques Sprint starts, controlled approaches, and safe landings Coordination, balance, and spatial awareness	Builds on basic movement and running skills from previous years Reinforces body control, rhythm, and safe jumping/landing techniques	Highlight Qatari athletes who have represented the country in international athletics like Moataz Barsham (high jump) Promote pride in Qatari athletes and national sports achievements Emphasise values of determination, perseverance, and striving for excellence
Swimming	Term 1	Development of water confidence and safety Body positioning of the legs with introduction to front crawl arms Body positioning of front crawl arms leading to full front crawl stroke	Builds on basic movement and body control from earlier PE lessons. Uses skills and safety routines learned in last year's swimming lessons to help students feel more confident in the water.	Encourages students to value health, safety, and personal development, reflecting Qatar's focus on well-being and active lifestyles as part of national priorities.

ACHIEVING TOGETHER

Art

Clay Bodies & Moulds	1 (Year 9)	Clay types, slip casting • Mabkhara mould, ceramic research	Advances clay knowledge and introduces mould-making from prior vessel work	Sustainable craft, material heritage
Decorative Techniques & Awareness	1 (Year 9)	Surface design • Eco mural, brand redesign	Builds on surface decoration and symbolism from Year 7-8	Sustainable craft, material heritage
Logo's and Visual identity	1 (Year 9)	Visual communication, symbolism, branding, cultural identity, sustainability • Sketching: develop thumbnail ideas for personal or civic logos	Builds on surface design, symbolism, and cultural motifs explored in previous units (e.g., Islamic tile, calligraphy, eco mural)	Design logos that promote sustainability, civic pride, cultural heritage