

# ACHIEVING TOGETHER

## Computer Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
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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## English

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Dystopian fiction	2	<ul style="list-style-type: none"> <li>Explore themes like control, rebellion, sacrifice, and loss.</li> <li>Analyse language techniques (imagery, metaphor, tone) and their impact.</li> <li>Develop creative writing skills: narrative structure, tension, and vivid description.</li> </ul>	<ul style="list-style-type: none"> <li>Build on previous skills in structured writing and clear organisation of ideas.</li> <li>Analyse themes (e.g., sacrifice, loss, war) and use language techniques (imagery, metaphor, tone) to understand impact.</li> <li>Develop descriptive and creative writing, creating tension, mood, and believable worlds.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse themes like sacrifice, patriotism, and community, reflecting shared Qatari values.</li> <li>Use language and writing skills to express ideas clearly, supporting the importance of Arabic and cultural heritage.</li> </ul>
Non-fiction reading and writing (IGCSE)	2	<ul style="list-style-type: none"> <li>Read and evaluate articles, blogs, and interviews to understand viewpoints.</li> <li>Write for specific audiences and purposes, using technical vocabulary and persuasive or descriptive techniques.</li> <li>Build critical thinking and discussion skills through analysis, debate, and peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Apply prior experience analysing articles, blogs, and interviews to identify different viewpoints and perspectives.</li> <li>Write for specific audiences and purposes, using technical vocabulary and persuasive or descriptive techniques.</li> <li>Enhance critical thinking and discussion skills through debating, peer assessment, and evaluating real-world topics.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different perspectives and social issues through non-fiction, fostering informed, responsible citizenship.</li> <li>Develop discussion, debate, and storytelling skills to engage with culture, history, and collective identity.</li> </ul>

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## Mathematics

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Decimals	2	<p>1. Place value with decimals to thousandths and beyond.</p> <p>2. Reading and writing decimals in words and digits.</p> <p>3. Ordering, comparing and rounding decimals to specified places.</p> <p>4. Addition and subtraction with decimals (align decimal points).</p> <p>5. Multiplication and division with decimals (shifting decimal places).</p> <p>6. Converting between fractions, decimals and percentages.</p> <p>7. Multiplying and dividing by powers of 10.</p> <p>8. Using decimals in measurement and money contexts.</p> <p>Examples:</p> <p>9. Place value: 4.237 is 4 units, 2 tenths, 3 hundredths, 7 thousandths.</p> <p>10. Add: <math>2.35 + 0.7 = 3.05</math>.</p> <p>11. Multiply: <math>4.2 \times 0.5 = 2.1</math>.</p> <p>12. Divide: <math>12.6 \div 0.3 = 42</math>. Work: multiply numerator and denominator by 10 to get <math>126 \div 3 = 42</math>.</p> <p>13. Convert fraction to decimal: <math>3/8 = 0.375</math>.</p>	Connects with place value, fractions, and money in Year 6.	Qatari riyal currency (riyals and dirhams), fuel consumption and prices in Qatar.
Angles	2	<p>1. Naming angles: acute, right, obtuse, straight, reflex, complete.</p> <p>2. Measuring and drawing angles with a protractor and estimating angles.</p> <p>3. Angle facts: angles on a straight line sum to 180 degrees, around a point sum to 360 degrees, vertically opposite angles equal.</p> <p>4. Angles in triangles sum to 180 degrees; in quadrilaterals sum to 360 degrees.</p> <p>5. Angle properties in parallel lines: alternate, corresponding and co-interior angles.</p> <p>6. Interior and exterior angles of polygons and calculating interior angle of a regular polygon.</p> <p>7. Using angle facts to find missing angles.</p> <p>Examples:</p> <p>8. Missing triangle angle: In triangle angles 45 degrees and 60 degrees, missing angle = <math>180 - (45 + 60) = 75</math> degrees.</p> <p>9. Parallel lines: If one corresponding angle is 110 degrees then the matching corresponding angle is 110 degrees.</p> <p>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 <math>70 + 110 = 180</math>.</p> <p>11. Regular hexagon interior angle = <math>(6 - 2) \times 180 / 6 = 120</math> degrees.</p>	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.
Sequences	2	<p>1. Recognising numeric and geometric patterns: term-to-term and position-to-term descriptions.</p> <p>2. Generating terms of arithmetic sequences and finding common difference.</p> <p>3. Finding the nth term of simple linear sequences (<math>a_n = a + (n-1)d</math> form).</p> <p>4. Recognising simple geometric sequences and simple quadratic sequences (intro to square numbers).</p> <p>5. Using algebra to represent sequences and extending sequences.</p> <p>4/6</p> <p>6. Using formulae to find specific terms without listing all previous terms.</p> <p>Examples:</p> <p>7. Sequence 3, 7, 11, 15. Common difference = 4. nth term = <math>4n - 1</math>. Check: <math>n=1</math> gives 3.</p> <p>8. Sequence 2, 4, 8, 16 is geometric with ratio 2. 5th term = 32.</p> <p>9. Squares sequence 1, 4, 9, 16, nth term = <math>n^2</math>.</p> <p>10. Given nth term <math>5n + 2</math>, find 10th term = <math>5*10 + 2 = 52</math></p>	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	<p>1. Classifying 2D shapes (triangles, quadrilaterals, polygons) and 3D shapes (prism, pyramid, sphere, cylinder, cone).</p> <p>2. Identifying properties: sides, angles, vertices, edges, faces, symmetry lines, parallel sides.</p> <p>3. Distinguishing regular and irregular shapes, convex and concave polygons.</p> <p>4. Understanding nets of 3D shapes and how faces form solids.</p> <p>5. Identifying types of triangles: equilateral, isosceles, scalene, right-angled.</p> <p>6. Using coordinates to describe positions of shapes and simple constructions.</p> <p>Examples:</p> <p>7. A cube has 6 faces, 12 edges and 8 vertices.</p> <p>8. Triangle classification: triangle with sides 5, 5, 8 is isosceles because two sides equal.</p> <p>9. Symmetry: An equilateral triangle has 3 lines of symmetry.</p> <p>10. Net: A net of a rectangular prism is 6 rectangles arranged to fold into a box.</p>	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.
Area	2	<p>Perimeter and area for rectangles and squares: area = length x width.</p> <p>Area of a triangle: area = <math>1/2 \times \text{base} \times \text{height}</math>.</p> <p>Area of a parallelogram: area = <math>\text{base} \times \text{height}</math>.</p> <p>Area of a trapezium (trapezoid): area = <math>(\text{sum of parallel sides} / 2) \times \text{height}</math>.</p> <p>Area of circles (introduction): area = <math>\pi \times \text{radius squared}</math> (use of <math>\pi</math> approx 3.14 or <math>\pi</math>).</p> <p>Area of compound shapes by splitting into simple shapes.</p> <p>Units of area and converting between mm<sup>2</sup>, cm<sup>2</sup>, m<sup>2</sup> and km<sup>2</sup>.</p> <p>Using area in problem solving and real contexts.</p> <p>Examples:</p> <p>Rectangle area: length 7 and width 4 gives area <math>7 \times 4 = 28</math> square units.</p> <p>Triangle area: base 6 and height 4 gives area = <math>1/2 \times 6 \times 4 = 12</math> square units.</p> <p>Trapezium area: parallel sides 6 and 10, height 4. Area = <math>((6 + 10) / 2) \times 4 = (16 / 2) \times 4 = 8 \times 4 = 32</math>.</p> <p>Circle area: radius 3, area = <math>\pi \times 3^2 = 9\pi</math> approx 28.27.</p>	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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## Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Reactions	2	<ul style="list-style-type: none"> <li>Interpret and write balanced formula equations.</li> <li>Describe conservation of mass and apply ratios to calculate reacting masses.</li> <li>Calculate masses of products and reactions in a chemical equation.</li> <li>Describing an exothermic and endothermic reaction as well as interpreting the various graphs.</li> <li>Applying ratios and chemical formulas to write a symbol equation and interpreting a symbol equation.</li> <li>Explain what a catalyst is and how they affect the rate of a reaction.</li> <li>Explain how catalysts are beneficial in industrial processes.</li> </ul>	<p>Year 7 Term 1–2: Foundations in atoms, elements, compounds, chemical formulas, and simple reactions.</p> <p>Year 7 and 8: Prior work with metals, acids, and reactivity patterns supports balancing equations.</p>	<ul style="list-style-type: none"> <li>Link catalysts to Qatar's major industrial processes such as petrochemical refining, ammonia production, and energy sector technologies.</li> <li>Highlight Qatar's commitment to sustainable industrial development through efficient chemical processes.</li> <li>Relate exothermic/endothermic reactions to real-life applications in Qatar, such as energy storage, cooling technologies, and industrial heat management.</li> </ul>
Useful chemical reactions	2	<ul style="list-style-type: none"> <li>Explain the properties of metals and the reactivity with water, oxygen and acids.</li> <li>Explain how metal properties make metals useful.</li> <li>Write and interpret word equations for a metal reacting with an acid, a metal reacting with water and a metal reacting with oxygen.</li> <li>Determine the position of a metal in the reactivity series.</li> <li>Define a displacement reaction and predict whether or not pairs of substances react in displacement reactions.</li> <li>Describe various processes used to extract metals from their ores.</li> <li>Explain the use of catalytic converters and other possible catalysts in the Periodic Table.</li> <li>Calculate relative masses of small molecules and reacting masses of substances in chemical reactions.</li> <li>Calculate percentage yields.</li> </ul>	<p>Year 7 and earlier: Knowledge of metals and non-metals, acid reactions, and simple displacement introduced in primary and early secondary years.</p> <p>Year 8- Familiarity with particle model and chemical formulas assists with mass calculations.</p> <p>Year 8- Exposure to word equations prepares learners for symbolic representations.</p> <p>Year 8- Understanding the basics of metal extraction.</p>	<ul style="list-style-type: none"> <li>Connect metal extraction and metal reactivity to Qatar's use of steel, aluminium, and alloys in national infrastructure (stadiums, metro, construction).</li> <li>Relate catalytic converters to Qatar's focus on cleaner transport systems and reduced emissions.</li> <li>Link the concept of percentage yield and industrial efficiency to Qatar's global competitiveness in manufacturing and refining.</li> <li>Reinforce Qatar's National Vision 2030 goals in environmental sustainability and innovation through efficient chemical processes.</li> </ul>

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## Geography

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Introduction to Development	Term 2	Understanding concepts of development and Quality of Life. Using the Human Development Index (HDI) to analyze global variations.	Building on prior learning about contrasting countries (e.g., Bangladesh vs. UK floods) to quantitatively analyze global inequality.	Qatar's Development Story: Using Qatar's very high HDI ranking as a case study of rapid development. Discussing what "development" and "quality of life" mean in the Qatari context.
Measuring Development	Term 2	Identifying the limitations of single development indicators (like GDP per capita). Appreciating the complexity of measuring development.	Developing critical thinking about data, similar to evaluating the strengths and weaknesses of different coastal management strategies.	Beyond Oil & Gas: Discussing how Qatar's high GDP per capita doesn't tell the whole story, linking to the need for economic diversification as outlined in Qatar National Vision 2030 (QNV 2030).
Causes & Consequences of Uneven Development	Term 2	Describing and explaining the causes (historical, physical, economic) of different development rates. Assessing the effects of inequality.	Linking physical geography (e.g., climate from Y8) to economic outcomes. Understanding the ripple effects of core concepts.	Global Partnerships: Relating causes to Qatar's historical pearl industry and its transformation through natural resources. Positioning Qatar as a country that addresses global inequality through aid and diplomacy.
Migration & Aid	Term 2	Assessing how uneven development drives international migration. Identifying different types of aid (top-down, bottom-up) and their role in reducing the development gap.	Applying the push-pull factor model to a new context (development). Building on the concept of international aid introduced in the Bangladesh case study.	Qatar as a Donor & Host: Highlighting Qatar's significant role as a donor nation (Qatar Fund for Development). Discussing Qatar as a host country for a large migrant workforce, linking development to migration patterns.
Trade & Tourism	Term 2	Evaluating barriers to trade and the principles of fair trade. Using Jamaica as a case study to evaluate tourism as a strategy for reducing the development gap.	Understanding the global economic systems that connect countries, previously studied through simple trade links.	Economic Diversification & Global Role: Linking fair trade to Qatar's own economic interests. Comparing Jamaica's tourism model with Qatar's growing tourism and events sector (e.g., FIFA World Cup 2022) as a development strategy.
NEE Case Study: Nigeria	Term 2	Understanding Nigeria's development from political, social, and environmental perspectives. Assessing the role of TNCs and changing global links.	Conducting an in-depth, multi-faceted case study of a major emerging economy, applying all development concepts learned so far.	A Regional Partner: Positioning Nigeria as a strategic regional partner for Qatar, particularly in energy and investment. Contrasting Qatar's and Nigeria's experiences with resource wealth and economic development.
The Changing UK Economy	Term 2	Describing the UK's transition from primary/secondary to tertiary/quaternary sectors. Assessing the impacts of a post-industrial economy.	Building on knowledge of the UK's physical and human geography from previous years to understand its economic evolution.	QNV 2030 in Action: Directly comparing the UK's post-industrial shift to Qatar's own drive for a knowledge-based economy, focusing on education, science, and technology as outlined in QNV 2030.
UK Science & Industry	Term 2	Explaining the factors for the location of science and business parks. Evaluating the environmental impacts of industry and mitigation strategies.	Applying concepts of location factors (from Urbanisation) to high-tech industry. Building on understanding of human-environment interactions.	Qatar's Knowledge Economy: Linking to Qatar's own investments in Science & Technology Parks (e.g., Qatar Science & Technology Park), Education City, and sustainable industrial cities (e.g., Ras Bufontas).
UK Rural & Transport Changes	Term 2	Explaining social and economic changes in rural areas. Analyzing how transport improvements affect economic growth and regional connectivity.	Revisiting the UK's human geography with a focus on contemporary economic and social issues.	Qatar's Integrated Transport: Comparing UK transport issues with Qatar's major investments in transport infrastructure (Metro, Lusail Tram, Expressway program) to drive economic growth and national connectivity.

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The UK in the Wider World	Term 2	Assessing the causes, effects, and solutions to the UK's North-South Divide. Describing the UK's global links through trade, culture, and communication.	Synthesizing knowledge of the UK's economy and geography to understand its internal disparities and international position.	Qatar's Global Interconnectedness: Contrasting the UK's North-South divide with Qatar's focused national development. Highlighting Qatar's similar, and growing, global links as a central hub for trade, aviation (Qatar Airways), and digital communication.
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The Changing UK Economy	Term 2	Describing the UK's transition from primary/secondary to tertiary/quaternary sectors. Assessing the impacts of a post-industrial economy.	Building on knowledge of the UK's physical and human geography from previous years to understand its economic evolution.	<b>QNV 2030 in Action:</b> Directly comparing the UK's post-industrial shift to Qatar's own drive for a knowledge-based economy, focusing on education, science, and technology as outlined in QNV 2030.
UK Science & Industry	Term 2	Explaining the factors for the location of science and business parks. Evaluating the environmental impacts of industry and mitigation strategies.	Applying concepts of location factors (from Urbanisation) to high-tech industry. Building on understanding of human-environment interactions.	<b>Qatar's Knowledge Economy:</b> Linking to Qatar's own investments in Science & Technology Parks (e.g., Qatar Science & Technology Park), Education City, and sustainable industrial cities (e.g., Ras Laffan).
UK Rural & Transport Changes	Term 2	Explaining social and economic changes in rural areas. Analyzing how transport improvements affect economic growth and regional connectivity.	Revisiting the UK's human geography with a focus on contemporary economic and social issues.	<b>Qatar's Integrated Transport:</b> Comparing UK transport issues with Qatar's major investments in transport infrastructure (Metro, Lusail Tram, Expressway program) to drive economic growth and national connectivity.
The UK in the Wider World	Term 2	Assessing the causes, effects, and solutions to the UK's North-South Divide. Describing the UK's global links through trade, culture, and communication.	Synthesizing knowledge of the UK's economy and geography to understand its internal disparities and international position.	<b>Qatar's Global Interconnectedness:</b> Contrasting the UK's North-South divide with Qatar's focused national development. Highlighting Qatar's similar, and growing, global links as a central hub for trade, aviation (Qatar Airways), and digital communication.

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## History

### Curriculum Map: Year 9 History – Treaty of Versailles & The Rise of the Nazis

Topic	Term	Content/Skills Developed	Reflection on Previous Learning	Qatar National Identity Links
Treaty of Versailles	2	Assessing the outcomes of the Treaty (territorial losses, reparations, war guilt). Evaluating whether it made future conflict inevitable.	Building on prior knowledge of WWI causes and consequences. Connecting to earlier studies on treaties and their long-term impacts.	<b>Diplomacy &amp; Sustainable Peace:</b> Analyzing how punitive peace treaties can foster resentment. Linking to Qatar's modern role as a mediator in international conflicts, emphasizing the need for fair and sustainable diplomatic solutions.
Early Nazi Party (1919-21)	2	Analyzing the beliefs (25-Point Programme) and structure of the early Nazi Party. Understanding the origins of extremist ideology.	Examining how political movements form in times of crisis, building on studies of revolution or reform from other units.	<b>Political Stability &amp; Ideology:</b> Studying the rise of radical ideologies in unstable conditions. Contrasting with Qatar's focus on political stability, national unity, and moderation as foundations for development (QNV 2030).
Munich Putsch (1923)	2	Assessing the consequences of the Putsch (trial, imprisonment, <i>Mein Kampf</i> ). Judging its success/failure for Hitler.	Evaluating turning points in political careers and movements, connecting to studies of rebellion and its outcomes.	<b>Law &amp; Order:</b> Analyzing the failure of a violent coup. Reinforcing the principle that constitutional and legal pathways are essential for political change, a cornerstone of modern Qatari governance.
Nazi 'Lean Years' (1924-28)	2	Evaluating methods Hitler used to tighten control (reorganizing the party, creating the SS, refining ideology).	Understanding how political organizations adapt and consolidate after failure, a theme in political history.	<b>Organizational Reform &amp; Long-term Strategy:</b> Highlighting strategic patience and restructuring. Linking to Qatar's long-term national planning and institutional development under QNV 2030.
Growth of Nazi Support (1928-32)	2	Evaluating why different groups (workers, middle class, farmers) began to support the Nazis after 1929 (Great Depression, propaganda, SA violence).	Analyzing how economic crises can shift political landscapes, connecting to prior studies on the impact of economic factors.	<b>Economic Resilience &amp; Social Cohesion:</b> Studying the effects of economic despair on politics. Emphasizing the importance of Qatar's economic diversification and social welfare systems in maintaining national stability.
Hitler Becomes Chancellor (1933)	2	Evaluating the main reason Hitler gained the Chancellorship (political intrigue, Hindenburg, fear of communism, electoral success).	Synthesizing multiple causal factors to explain a major historical event, a key historical skill.	<b>Political Alliances &amp; Leadership:</b> Analyzing backroom deals and the appointment of power. Discussing the importance of transparent and merit-based leadership selection in ensuring good governance.
Establishment of Dictatorship (1933-34)	2	Analyzing methods used to eliminate opposition and control society (Reichstag Fire, Enabling Act, Night of the Long Knives, death of Hindenburg).	Examining the systematic dismantling of democracy, a stark contrast to the development of rights studied in the Magna Carta unit.	<b>Checks &amp; Balances:</b> Studying the erosion of democratic institutions. Reinforcing the value of Qatar's constitutional framework and independent institutions that provide checks on power.
Nazi Terror & Control	2	Explaining how the Nazis used fear and surveillance (Gestapo, SS, concentration camps, informants) to control the population.	Understanding state mechanisms of oppression and control, building on studies of power and authority.	<b>Security &amp; Human Rights:</b> Examining the extremes of state surveillance. Balancing this with Qatar's commitment to national security while upholding human dignity and privacy rights as part of its international obligations.
Nazi Propaganda	2	Evaluating the effectiveness of Nazi propaganda (media, rallies, cult of personality) in shaping attitudes and maintaining power.	Analyzing the power of media and messaging in influencing public opinion, a timeless and critical skill.	<b>Media Literacy &amp; National Vision:</b> Studying the manipulation of information. Highlighting the importance of critical thinking, media literacy, and Qatar's investment in education and ethical media (e.g., Al Jazeera) to foster a well-informed society.

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## Music

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Writing & Playing Music	T2	Compose short pieces with clear melody, harmony, and rhythm	Combines theory and instrumental skills	Compose music inspired by Qatari cultural scenes or landscapes
Creating Own Song (composition)	T2	Draft original song using instrument(s), lyrics optional	Builds from prior compositions; independent creativity	Encourage topics relevant to national identity (e.g. heritage, pride, community)
Instrument Skills: Piano & Ukulele	T2	Advance playing fluency, rhythm accuracy, expressive phrasing	Consolidates earlier instrumental learning	Prepare to perform culturally relevant songs in ensemble or solo
Developing Performance Skills	T2	Rehearsal discipline, stage presence, peer feedback	Prepares for final showcase	Emphasise values like respect, collaboration, and excellence – aligned with national values

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## PE

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Football	2	<ul style="list-style-type: none"> <li>-Passing, dribbling, shooting, and ball control</li> <li>-Movement into space and basic positioning</li> <li>-Teamwork, communication, and game rules</li> <li>-Application of skills in small-sided and full-game situations</li> </ul>	<ul style="list-style-type: none"> <li>-Builds on fundamental movement skills and coordination developed in earlier years</li> <li>-Reinforces invasion game concepts such as space, attack, and defence</li> <li>-Develops confidence in applying skills under pressure</li> </ul>	<ul style="list-style-type: none"> <li>-Highlight football's importance in Qatar, including hosting the FIFA World Cup 2022 and Arab Cup</li> <li>-Promote pride in national sporting achievements and community football participation</li> <li>-Emphasise values of teamwork, respect, and fair play in Qatari culture</li> </ul>
Handball	2	<ul style="list-style-type: none"> <li>-Passing, catching, dribbling, and shooting techniques</li> <li>-Movement, spacing, and attacking/defending roles</li> <li>-Decision making and teamwork in game situations</li> <li>-Understanding and applying handball rules safely</li> </ul>	<ul style="list-style-type: none"> <li>-Builds on invasion game skills learned in football and previous units</li> <li>-Reinforces hand-eye coordination and spatial awareness</li> <li>-Develops tactical understanding and cooperation within a team</li> </ul>	<ul style="list-style-type: none"> <li>-Promote participation in school and community handball competitions in Qatar</li> <li>-Highlight the role of sport in developing healthy, active citizens</li> <li>-Emphasise values of discipline, cooperation, and respect within Qatari society</li> </ul>

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## Art

Topic	Term	Content / Skills	Reflection on Previous Learning	National Identity Link
Logos and Visual identity: TEMPORARY LOGO Changes	2 (Y9)	Visual communication, symbolism, branding, cultural identity, sustainability <ul style="list-style-type: none"> <li>Sketching: develop thumbnail ideas for personal or civic logos</li> </ul>	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
Poster Design	2 (Y9)	Principles of graphic design: layout, typography, hierarchy, and visual communication. <ul style="list-style-type: none"> <li>Use of digital tools alongside traditional sketching.</li> <li>Emphasis on persuasive design for social, cultural, or environmental messages.</li> <li>Study of historical and modern poster art movements.</li> </ul>	Reinforces previous knowledge on contrast and value, now used to create impactful poster visuals. <ul style="list-style-type: none"> <li>Encourages synthesis of technical skills with conceptual thinking.</li> </ul>	Integration of Arabic typography and cultural symbols. <ul style="list-style-type: none"> <li>Reflection on how visual communication strengthens national pride and global identity.</li> </ul>
Mixed Media	2 (Y9)	Introduction to combining different materials (paint, collage, textiles) <ul style="list-style-type: none"> <li>Experimentation with layering, texture, and composition.</li> <li>Development of personal expression through material choice.</li> <li>Study of contemporary mixed-media artists.</li> </ul>	Encourages students to apply shading and contrast skills in more complex, layered contexts. <ul style="list-style-type: none"> <li>Reinforces creative risk-taking and problem-solving through experimentation.</li> </ul>	Students incorporate local materials (e.g., sand, fabric patterns, calligraphy) into mixed-media projects. <ul style="list-style-type: none"> <li>Exploration of themes such as tradition vs. modernity in Qatari society.</li> </ul>