Computer Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Web Development		Basics of HTML & CSS. Designing simple webpages with text, images, and links. Introduction to layout and styling. Creativity, problem-solving, debugging code.	Builds on Year 7 ICT skills (Word, PowerPoint, Publisher) and digital design. Early exposure to structure and logic prepares for later programming.	Encourages digital creativity, supporting Qatar's vision of a knowledge-based economy. Students can design websites themed around Qatar (tourism, culture, heritage).
Mobile App Development		Introduction to app builders (Thunkable/MIT App Inventor). User interface design. Adding functionality (buttons, navigation). Problem-solving, design thinking, innovation.	Builds on web development (interface design, logical structure). Prepares students for real-world problem solving in Python and higher programming.	Links to Qatar's focus on smart technologies and innovation. Students can create apps themed around local needs (transport, language, tourism).
Python Programming		Variables, inputs/outputs, loops, and conditions. Writing and running basic programs. Debugging, logical thinking.	Develops from block coding in Year 7 (Scratch, flowcharts). Prepares students for more advanced Year 9 programming concepts.	Connects to Qatar's technology innovation agenda. Promotes problem-solving and computational thinking in line with Vision 2030.
Binary Conversions		Converting between decimal and binary. Understanding binary in computers (on/off, 1s and 0s). Introduction to ASCII and data representation.	Builds on Year 7 basic understanding of how computers store information. Prepares for Year 9 data representation and theory units.	Helps students understand the "language of computers" that drives Qatar's digital transformation. Encourages curiosity in the science behind smart tech and cybersecurity.

The Impact of Technology on Society		Technology in education, medicine, business, and communication. Positive vs negative impacts (screen time, environment, jobs). Ethical and environmental concerns.	Students already know about staying safe online and appropriate use of technology. This gives them a base to explore wider impacts (privacy, addiction, cyberbullying).	Direct connection to Qatar Vision 2030: sustainability, modernisation, economic growth through tech.
NCSA Cyber Security Unit		hreats (malware, phishing, social engineering). Strong passwords, safe browsing, device protection. Awareness of personal data and online responsibility.	Expands on Year 7 e-safety lessons. Prepares for Year 9 Cyber Security and advanced NCSA tasks.	Connects to Qatar's national cyber security strategy. Builds awareness of digital citizenship and protecting Qatar's online reputation.

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	- Develops Year 6 letter writing and formal writing skills, including using greetings, sign-offs, and appropriate tone for different audiences. - Builds on year 7 letter writing skills	- 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
Writing to influence and persuade	1	- Learn to use persuasive techniques such as emotive language, rhetorical questions, and repetition - Organise arguments logically with clear introductions, points, and conclusions - Write for a specific audience and purpose, adapting tone and style to persuade effectively - Draft, edit, and peer assess to strengthen arguments and make writing more impactful	- Builds on Year 7 persuasive writing skills, where students learned to use emotive language, rhetorical questions, and repetition to convince a reader - Extends experience in organising ideas logically with clear introductions, points, and conclusions, preparing students for more complex arguments in Year 8	- Students write about Qatari issues such as sustainability, culture, and community values - Builds pride in Qatar and encourages positive contributions to society - Develops respectful, responsible communication to influence others constructively

Gothic horror	1	• Analyse features of Gothic literature such as atmosphere, suspense, and symbolism, and explore characterisation and setting. • Write creatively using descriptive language, tension, and narrative techniques to craft Gothic-inspired stories. • Develop close-reading, inference, and peer assessment skills to interpret mood, theme, and writer's intent.	• Builds on Year 7 narrative writing skills, including creating suspense, using descriptive language, and developing setting and atmosphere • Extends experience in analysing language techniques (imagery, symbolism, foreshadowing) to understand how writers create mood and tension	• Encourage creativity and originality while respecting local values and sensitivities. • Strengthen students' ability to adapt global literary genres to a Qatari or regional context, building pride in their cultural voice.

Mathematics

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Numbers	1	1. Reading and writing numbers in words and digits. 2. Ordering and comparing positive and negative integers and decimals. 3. Rounding to a given place value and estimation strategies. 4. Prime numbers, composite numbers, square numbers and cube numbers. 5. Factors, multiples, highest common factor (HCF) and lowest common multiple (LCM). 6. Basic indices (squares and cubes) and simple roots (square roots). 7. Rounding: Round 3.476 to 1 decimal place = 3.5 because 0.07 rounds 3.47 up to 8. Prime factorisation: 84 = 2 x 2 x 3 x 7 so 84 = 2^2 x 3 x 7. 9. 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. 10. 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).

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.

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. 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.

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 8/12. Divide numerator and denominator by 4 to get 2/3. 10. Add 1/4 + 1/3. Common denominator 12: 3/12 + 4/12 = 7/12. 11. Multiply 2/3 x 3/4 = 6/12 = 1/2. 12. Divide 3/4 ÷ 2 = 3/4 x 1/2 = 3/8. 13. Fraction of amount: 3/5 of 60 = 60 x 3/5 = 12 x 3 = 36. 14. Convert: 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).

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 x 0.5 = 2.1. 12. Divide: 12.6 ÷ 0.3 = 42. Work: multiply numerator and denominator by 10 to get 126 ÷ 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.

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. missing angle = 180 - (45 + 60) = 75 degrees. 6. Parallel lines: If one corresponding angle is 110 degrees then the matching corresponding angle is 110 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.

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 (an = a + (n-1)d form). 4. Recognising simple geometric sequences and simple quadratic sequences (intro to square numbers). 6. Sequence 3, 7, 11, 15. Common difference = 4. nth term = 4n - 1. Check: n=1 gives 3. 7. Sequence 2, 4, 8, 16 is geometric with ratio 2. 5th term = 32. 8. Squares sequence 1, 4, 9, 16, nth term = n^2. 9. Given nth term 5n + 2, find 10th term = 5*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.
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:	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	1. Perimeter and area for rectangles and squares: area = length x width. 2. Area of a triangle: area = 1/2 x base x height. 3. Area of a parallelogram: area = base x height. 4. Area of a trapezium (trapezoid): area = (sum of parallel sides / 2) x height. 5. Area of compound shapes by splitting into simple shapes. 6. Units of area and converting between mm2, cm2, m2 and km2. 7. Using area in problem solving and real contexts. Examples: Rectangle area: length 7 and width 4 gives area 7 x 4 = 28 square units. Triangle area: base 6 and height 4 gives area = 1/2 x 6 x 4 = 12 square units. Trapezium area: parallel sides 6 and 10, height 4. Area = ((6 + 10) / 2) x 4 = (16 / 2) x 4 = 8 x 4 = 32.	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.

Ratio	3	1. Understanding ratio notation and simplifying ratios. 2. Dividing quantities in a given ratio (partitive division) using the unitary method. 3. Ratio problems in recipes, maps and mixture problems. 4. 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 2/5 of the whole and the second is 3/5.	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.
Transformations	3	1. Translations (sliding): moving shapes by a vector and keeping orientation. 2. Reflections (mirror images) across a line, including coordinate reflections. 3. Rotations by 90, 180, 270 degrees (clockwise or anticlockwise) around a point. 4. Enlargements (scale factor) from a centre of enlargement, including fractional scale factors.	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.

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(not A) = 1 - P(A). Expected frequency in repeated trials. Examples: Single die: P(rolling a 4) = 1/6. Single coin: P(heads) = 1/2. Two coins both heads: 1/2 x 1/2 = 1/4. Complement: If P(rain) = 0.3 then P(not rain) = 0.7.	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.

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). 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: Values 2, 3, 4 with frequencies 1, 2, 1. Total items = 4. Mean = (21 + 32 + 4*1) / 4 = (2 + 6 + 4) / 4 = 12 / 4 = 3.	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.

Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Cells and cell processes	1	-Differentiate between plant and animal cells as well as their structural functions. -Explain the adaptations of an example of a specialized animal cell (muscle cell). -Describe how specialized plant cells (xylem and phloem) are adapted to their function. -Describe factors affecting diffusion. -Define aerobic respiration and explaining the body's response to increase demands for energy during exercise. -Differentiate between diffusion and active transportation.	Year 5 – Animals including humans Year 7 – Plant and animal cell structures and functions Year 7 – Skeletal muscle cell as an example of a specialized animal cell. Year 7- Definition of diffusion Year 7 – Aerobic and anaerobic respiration	- Scientific innovation, critical thinking, and technological development.
Cell systems	1	-Explain the levels of organization in a multicellular organism using the example of the circulatory system. -Describe the structure and function of the circulatory system. -Interpreting information on the commercial use of digestive enzymes. -Describe the respiratory system and gas exchange in the alveoli and how the structure is adapted for its function. -How the leaf is adapted for photosynthesis by explaining the different structures of the leaf and their functions. -Describe the transpiration stream.	Year 5 and 6 – Identification of basic parts of the plant Year 6 – Aware that plants produce their own food (photosynthesis) Year 7 – Levels of organization in a multicellular organism Year 7 – The mechanism of breathing and gas exchange Year 7 – Photosynthesis Year 7 – Adaptations and role of a leaf Year 7 – How water travels through a plant	- Health, wellbeing, and scientific knowledge.

Ecosystems and adaptations	1	• Describing food chains, food webs and the feeding relationships between organisms. • Explain the factors that can disrupt food chains and food webs. • Define terms such as habitat, community and ecosystem. • Describe how different organisms co-exist within an ecosystem. • Explain competition within the ecosystems. • How organisms adapt to their environments and environmental changes.	Year 5 and 6 – Living things and their characteristics Year 6 – Habitats and basic ecology Year 7 – Adaptations in plants and animals	• Sustainability, environmental stewardship, and responsible use of natural resources.
The particle model and state change	1	• Explain the evidence of the particle motion (Brownian motion and dissolving as the evidence). • Differentiate between different states of matter by describing the movement, arrangement and separation of particles. • Define sublimation and apply the particle model to explain applications of sublimation.	Year 5 and 6 – Basic understanding of solid, liquid and gas. Year 7 – Particle model	• Scientific understanding, innovation, and technological development.

French

Topic	Terme	Contenu / compétences développées	Liens avec l'identité nationale du Qatar
C'est qui?	1	Se présenter et présenter quelqu'un. Dire sa nationalité. Demander et donner des informations. S'exprimer poliment. Projet culturel : présenter la fiche d'identité d'un pays francophone.	Parler de l'importance de l'hospitalité et les relations sociales. Discuter comment La communication au Qatar repose sur la politesse, le respect des autres et l'intérêt porté à autrui.
On fait quoi ce week-end?	1	Identifier des objets. Parler de ses goûts. Demander un programme. Souhaiter quelque chose à quelqu'un. Projet culturel: préparer la fiche d'identité d'un film francophone , et comme mission identifier la sortie du week-end.	Au Qatar, la tradition et la modernité coexistent: les objets du patrimoine (comme le *mashrabiya*, le *dallah*, ou le *bisht*) sont autant d'éléments culturels que les objets modernes dans la vie quotidienne. Exprimer ses goûts est une manière de construire son identité personnelle dans un cadre collectif. Au Qatar, les loisirs sont variés (cinéma, sport, shopping, gastronomie). Les sorties du week-end (vendredi-samedi au Qatar) sont souvent bien organisées: cinéma, parcs, musées comme le MIA ou le musée national, festivals culturels. Les formules de politesse et les souhaits font partie intégrante de la culture arabe et islamique (par exemple: Eid Mubarak, Ramadan Kareem). Choisis un film Qatarien et parler la fiche d'identité culturel.

Geography

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Population and urbanisation	1	This unit delves into the dynamic human processes of population distribution, change, and movement. Students begin by applying quantitative skills, using the population density equation to analyse patterns in the UK. They then progress to explaining the physical and human factors that influence these patterns and evaluating the causes and global impacts of a rising population. The concept of migration is introduced through an analysis of push-pull factors, before students assess the specific social, economic, and political effects of migration on the UK. The unit then scales up from national to global, using Mumbai as a case study to evaluate life in a megacity slum. Finally, the process of urbanisation is explored in depth, from its global patterns and causes to a detailed case study of Manchester, analysing its historical growth, subsequent decline due to de-industrialisation, and modern regeneration strategies.	This unit builds directly upon the foundational geographical skills mastered in the first term. Students **apply** their ability to interpret maps and use geographical data to now analyse complex human patterns, specifically population density and the growth of cities. The locational knowledge of the UK, established previously, is essential context for understanding its population distribution and the impact of migration. The unit also develops the conceptual understanding of "human geography" that was first introduced in the "What is Geography?" lesson, moving from a simple definition to a complex, applied analysis of human systems and their consequences.	This unit is highly relevant to Qatar's national context and aligns with the **Human, Social, and Environmental Development** pillars of the Qatar National Vision 2030. Studying population change, migration, and urbanisation provides a crucial lens through which students can understand Qatar's own rapid transformation. The discussions on the economic benefits and social challenges of migration mirror Qatar's own demographic reality, fostering informed and empathetic perspectives on a key national issue. Furthermore, analysing the environmental impacts of a growing population and the strategies for urban regeneration (like those in Manchester) encourages students to think critically about sustainable development, a cornerstone of Qatar's vision for its future.

History

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
The British Empire	1	This unit provides a comprehensive survey of the British Empire from its origins to its legacy. Students begin by analysing its chronological scope and the concept of empire itself. The curriculum then delves into specific global case studies, including Ireland, America, India, Australia, and Africa, to examine the varied mechanisms of colonisation, expansion, and imperial rule. Key skills developed include analysing the causes and methods of expansion, evaluating the perspectives and reactions of colonised peoples, and assessing the multifaceted impacts of imperial rule. The unit then shifts to analysing the ideological underpinnings of empire, specifically the development of race and racism, before studying decolonisation. It culminates in a synthesising group project where students become experts on a specific aspect, requiring them to research, collaborate, and present a reasoned evaluation of the empire's complex legacy from multiple perspectives.	This unit directly builds upon the foundational historical concepts established in Year 7. While the Norman Conquest unit focused on themes of power, control, and resistance within a national context, this study scales up those same concepts to a global level. Students apply their understanding of how conquest is consolidated (e.g., through systems of law, land ownership, and culture) to the more complex and widespread systems of imperial domination. The analytical skills of assessing causation, change and continuity, and differing perspectives are essential prerequisites that are now deployed to analyse a much broader and more modern historical phenomenon.	This unit strongly supports the pillars of the Qatar National Vision 2030, particularly **Human and Social Development**. By critically examining the impacts of imperialism, students develop a sophisticated understanding of global history, national sovereignty, and cultural resilience. This fosters a crucial sense of perspective-taking and empowers students to understand the world beyond their own borders. The focus on the legacy of empire encourages discussions on the importance of preserving cultural identity in a globalised world, a core value in Qatari society. Furthermore, the unit's emphasis on research, critical analysis, and presenting balanced arguments directly builds the academic and intellectual skills required for the nation's future generations of leaders.

Music

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Steady Beat & Rhythm Basics	T1	Recap and extend beat and rhythm work; introduce syncopation and compound time	Builds directly on Year 7 pulse work; more complex rhythms	Apply rhythm knowledge to Qatari traditional dance music and percussion
Sharps & Flats – Notation Refresh	T1	Review pitch notation; introduce accidentals (♯, ♭)	Develops accuracy in pitch reading; prepares for historical repertoire	Link to non-Western scales used in regional and Arabic music (microtones, maqam)
Music History – Medieval & Renaissance	T1	Study music from early Western traditions; focus on modes, texture, vocal music	Connects to Year 7 melody and rhythm; introduction to historical context	Compare early Western chant to Arabic call to prayer; highlight shared modal structures
Music History – Baroque	T1	Study features of Baroque music (ornamentation, basso continuo)	Builds historical awareness; prepares for composer studies	Discuss similarities in cultural music forms that celebrate grandeur and ceremony
Baroque Composer Focus	T1	Study one Baroque composer in depth (e.g. Handel, Vivaldi); listen, analyse, perform	Connects music analysis to performance	Highlight multicultural influences in composer work and draw parallels with Qatari traditions
Keyboard Skills – Perform a Baroque Piece	T1	Learn to perform simplified piece from the Baroque period	Uses notation, rhythm, and expression skills	Perform piece with reference to formal occasions in Qatari culture (e.g. ceremonies, Eid)

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.

Art

Expectations & My Art	1 (**Year 8)**	Symbolism, slab building • Symbol collage, • Islamic tile	Revisits personal symbolism and introduces cultural motifs	Islamic geometry, cultural storytelling
Jewellery Box/Treasure chest Design	1 **(Year 8)**	Slab construction, decorative planning • Pearl-inspired box, • calligraphy motifs	Builds on slab techniques and integrates decorative planning from Year 7	Gifting traditions, adornment heritage
Collaborative Still Life	1 **(Year 8)**	Still life compositions, Analysing artworks of prominent still life artist Grid drawing, group work	Builds skills used to observe everyday objects,	Cultural symbolism, traditional and historical items