

Year 8 Curriculum Overview 2025-2026

| | Term 1 August – December | Term 2 January – March | Term 3 April – July |
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| Themes | Land and Sea | Regal Rulers | Out of This World |
| GFA Values / Islamic Values | Children will learn about the value of Respect . Respecting themselves, their work, each other and the world around them. They will also focus on the value of Kindness at school and within the home. Furthermore, will focus on the values of Integrity and Honesty as well as compassion and resilience . They will learn about doing the right thing and using their strengths to support others. They will reflect on their achievements to date and identify when they have shown excellence and perseverance and set goals for these for the remainder of the year. | | |
| Whole School Events/ Themed Days | UAE Flag Day National Day | International Day World Book Day | |
| UAE Agenda / Sustainability / SDGs | Zero hunger Good health and well-being Quality education Gender equality Clean water and sanitation Affordable and clean energy Industry, innovation and infrastructure Reduced inequalities | Sustainable cities and communities Responsible consumption and production Climate action Life below water Life on land | Peace, justice and strong institutions Partnerships for the goals Decent work and economic growth |
| UAE National Identify Mark | Culture 1.1 Arabic Language 1.2 History 1.3 Heritage | Citizenship 3.1 Belonging 3.2 Volunteering 3.3. Conservation | Values 2.1 Respect 2.2 Compassion 2.3 Global Understanding |
| English | 1A. Non-fiction Study - Voices of Change G&T-Analysing Steve Jobs' address at Stanford University 1B. Fiction Study-Sherlock Holmes <i>The Speckled Band</i> G&T - Extracts from <i>An Inspector Calls</i> | 2A. Animal Poetry and Wildlife commentary - <i>The Eagle</i> by Alfred Lord Tennyson and <i>The Tyger</i> by William Blake. G&T-Additional comparison of <i>Peacock</i> by Ted Hughes with original texts. | Term 3a Storytelling Across Cultures (Creating and Analysing) |

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| | <p>Literacy lesson completed once a week, and supported by home learning focusing on a range of topics such as using capital letters, full stops and commas.</p> <ul style="list-style-type: none"> To recognise and comment on how writers' language choices contribute to the overall effect on readers To draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects To use a range of cohesive devices with audience and purpose in mind, drawing on experience of how writers develop and connect ideas within and between paragraphs To select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available To draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing | <p>2B. <i>Heroes in Literature</i> -Exploring the creation of heroes in different texts G&T-Analysis of villain in story and comparison of hero vs villain</p> <p>Literacy lesson completed once a week, and supported by home learning focusing on a range of topics such as using different sentence structures.</p> <p>To investigate spoken English from a range of regions and settings and explain how it varies To investigate texts from a range of historical periods to show how the English language has changed and varied over time To explain some of the ways in which language varies according to different contexts To draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing To make relevant notes when researching different sources, comparing and contrasting info</p> | <p>Descriptive Writing (Creating and Analysing) G&T- Using advanced vocabulary and techniques, analysing extracts of exemplar exam answers.</p> <p>Literacy lesson completed once a week, and supported by home learning focusing on a range of topics such as expanding vocabulary.</p> <ul style="list-style-type: none"> To write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation To draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing To be able to plan effectively before writing To be able to use appropriate vocabulary for the purpose (including vocabulary learnt from the start of the year) To be able to use a range of sentence structures for effect |
| Mathematics | <p>Unit 1 - Number</p> <ul style="list-style-type: none"> Negative integers Prime factor decomposition Using indices Priority of operations <p>Unit 6 – Fractions, Decimals, Ratio and Proportion</p> <ul style="list-style-type: none"> Rounding decimals Multiplying and dividing fractions Adding and subtracting fractions Calculating with mixed numbers | <p>Unit 2 – Equations and Formulae</p> <ul style="list-style-type: none"> Solving 1 and 2 step equations More complex equations Working with formulae <p>Unit 3 – Working with Powers</p> <ul style="list-style-type: none"> Simplifying expressions Factorising expressions Expanding and factorising expressions Substituting and solving | <p>Unit 4 – 2D Shapes and 3D Solids</p> <ul style="list-style-type: none"> Area of triangles, parallelograms and trapezia Area of compound shapes Properties of 3D solids Surface area and volume Solving problems with 3D solids and measures <p>Unit 9 - Angles</p> <ul style="list-style-type: none"> Quadrilaterals |

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| | <ul style="list-style-type: none"> Solving problems with fractions and decimals <p>Unit 8 – Percentages and Ratios</p> <ul style="list-style-type: none"> Writing percentages Percentage of amounts Compound interest Ratios | <p>Unit 7 - Probability</p> <ul style="list-style-type: none"> Experimental probability Estimating probability | <ul style="list-style-type: none"> Angles and parallel lines Angles in polygons <p>Unit 10 – Charts and Diagrams</p> <ul style="list-style-type: none"> Using tables Stem and leaf diagram Pie charts Comparing data |
| Science | <p>8A-Food and Nutrition</p> <ul style="list-style-type: none"> Nutrients Uses of Nutrients Balanced Diets Digestions Absorption <p>8F- The Periodic Table</p> <ul style="list-style-type: none"> Dalton’s Atomic Model Chemical Properties Mendeleev’s Table Physical Results Chemical Trends <p>8G-Metals and their Use</p> <ul style="list-style-type: none"> Metal Properties Corrosion Metals and Water Metals and Acids Pure Metals and Alloys <p>8K- Energy Transfers</p> <ul style="list-style-type: none"> Temperature Changes Transferring energy Controlling Transfers | <p>8E-Combustion</p> <ul style="list-style-type: none"> Engines and Burning Fuels Oxidation Global Warming Air pollution + Reducing Pollution <p>8H- Rocks</p> <ul style="list-style-type: none"> Igneous and Metamorphic rocks Weathering and Erosion Sedimentary Rocks <p>8J-Light</p> <ul style="list-style-type: none"> How we see things? Reflection Refraction Cameras + Eyes How we see colours? Invisibility <p>8D- Unicellular Organisms</p> <ul style="list-style-type: none"> Unicellular/multicellular Microscopic Fungi Bacteria | <p>8I- Fluids</p> <ul style="list-style-type: none"> The Particle Model Changing States Pressure in Fluids Density and Calculations Floating/Sinking <p>8C- Breathing and Respiration</p> <ul style="list-style-type: none"> Water Sports and Breathing Aerobic Respiration Gas Exchange System Comparing Gas Exchange Anaerobic Respiration <p>8B- Plants and Reproduction</p> <ul style="list-style-type: none"> Classification and Biodiversity Pollination Fertilisation and Dispersal Germination and growth |

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| | <ul style="list-style-type: none"> • Power and Efficiency • Energy Use and its Effects on the Planet | | |
| Sustainability | Sustainable Ecosystems & Community Action <ol style="list-style-type: none"> 1. Ecosystem services 2. The importance of ecosystem services 3. Can nature help us to live more sustainably? 4. How nature might solve local problems 5. Designing using biomimicry 6. Local sustainability solutions 7. Sustainability assets in your community 8. Mapping your sustainable community 9. The importance of monitoring 10. Making a positive impact 11. Your biomimicry designs 12. Making a difference in the future | Global Citizenship & Quality of Life <ol style="list-style-type: none"> 1. Ecosystem services and the commons 2. Who is responsible for ecosystem services? 3. Demonstrating your understanding 4. Changes in GDP per capita 5. Quality of life indicators 6. Explaining the correlation 7. The effects of our choices 8. Predicting the effects of your choices 9. What makes a good collaborator? 10. What do the qualities of a good collaborator look like? 11. Sharing your learning 12. Goals and measuring progress for the future | Becoming conscious consumers <ol style="list-style-type: none"> 1. What is the circular economy? 2. Mindsets behind the circular economy 3. What is your buying power? 4. Using your buying power 5. The power of advertising 6. Fact or fiction? 7. The importance of media literacy 8. What do conscious consumers do? 9. Giving and receiving feedback 10. Preparing to share 11. Sharing the learning 12. Your achievements and goals |
| History | Key Topic 1: The Tudors ‘Terrible Tudors?’ Was Henry VIII a hero or villain? <ul style="list-style-type: none"> • Exploration of the changes which took place during the reign of Henry VIII e.g. foreign and domestic policy, the Break with Rome. • Forming interpretations of Henry VIII based on evidence and making judgements. ‘Queen and Country’: To what extent can the reign of Elizabeth I be described as a ‘Golden Age’? | Key Topic 2: The Stuarts ‘A Country in Chaos.’ Why did the English execute their King? <ul style="list-style-type: none"> • Analysis of the long/short term causes of the conflict between Charles I and Parliament. • Significant battles of the English Civil Wars e.g. Naseby • Execution of Charles I • Exploration of Oliver Cromwell and the Protectorate. | Key Topic 3: Empires and Trade Voyages of Discovery.’ How did the Spice Routes transform societies? <ul style="list-style-type: none"> • A study of the beginning of globalisation and European empire-building, incorporating a case study of some of the most important explorers, their discoveries, and the spices which they brought back to Europe Key Topic 4: Mughal India |

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| | <ul style="list-style-type: none"> How successfully did Elizabeth tackle the problems of her reign? E.g. Mary Queen of Scots. Cultural achievements of the age. Leading artists e.g. Shakespeare, Edmund Spenser, Nicholas Hilliard. The Spanish Armada and the beginnings of overseas exploration. | ‘The Merry Monarch?’ Why was the Monarchy restored in 1660? <ul style="list-style-type: none"> Charles II and the Restoration The Great Plague Great Fire of London Restoration Theatre Restoration Food Scientific Revolution. | ‘The Mighty Mughals.’ Who was the greatest Mughal Emperor? <ul style="list-style-type: none"> In this unit, students will learn about the first six Mughal Emperors and form their own judgement on which emperors deserve to be regarded as truly "great." Comparison of Elizabeth I with Akbar. |
| Geography | Chapter 1 Using GIS (Skills) 1.2 Meet GIS 1.3 GIS in fighting crime 1.4 More about the data 1.5 Other uses for GIS Chapter 2 Population 2.1 Our numbers are growing fast 2.2 So where is everyone? 2.3 The population of the UK 2.4 Population around the world 2.5 Our impact on our planet 2.6 What does the future hold? Chapter 3 Urbanisation 3.1 How our towns and cities grew 3.2 Manchester’s story – part 1 3.3 Manchester’s story – part 2 3.4 Urbanisation around the world 3.5 Why do people move to urban areas? 3.6 It’s not all sunshine! 3.7 Life in the slums 3.8 A city of the future? | Chapter 4 Coasts 4.1 Waves and tides 4.2 The waves at work 4.3 Landforms created by the waves 4.4 The coast and us 4.5 Your holiday in Newquay 4.6 Under threat from the sea 4.7 How long can Happisburgh hang on? 4.8 Protecting places from the sea Chapter 5 Weather and climate 5.1 It's the weather! 5.2 So what causes weather? 5.3 Measuring the weather 5.4 More about rain ... and clouds 5.5 Air pressure 5.6 Why is our weather so changeable? 5.7 A winter of storms Chapter 6 Our warming planet 6.1 Earth’s temperatures through the ages 6.2 Global warming 6.3 Climate change 6.4 It's happening already! 6.5 Who will suffer most? 6.6 So what can we do? | Chapter 7 Asia 7.1 What and where is Asia? 7.2 Asia’s countries and regions 7.3 A little history 7.4 What’s Asia like? 7.5 Asia’s physical features 7.6 Asia’s population 7.7 Asia’s biomes Chapter 8 Southwest China 8.1 China: an overview 8.2 The rise of China 8.3 China’s Southwest region 8.4 Chongqing 8.5 Life in Chongqing 8.6 Tops for biodiversity! 8.7 Tibet |

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| Art | <p>Unit 1: Drawing ‘Shells’ To use drawing to develop and share own ideas, experiences and imagination</p> <p>Unit 2: Painting Evaluate and analyse the detailed Techniques used in painting. Learn about the work of Amiria Gale and evaluate and analyse her work.</p> | <p>Unit 1: Printing To understand the basic principles of making prints, and the ability to apply these principles with specific aesthetic intent. To use stamping and some simple techniques to show the basic knowledge of printmaking. Learn about the work of Delita Martin and evaluate and analyse her work.</p> | <p>Unit 1: Sculpture To use basic design principles with an emphasis on three-dimensional design. Understanding of the possibilities and limitations of various materials Design or create craft for functional and/or decorative role. To learn about Wayne Thiebaud’s work.</p> |
| Computing | <p>Unit 1: Binary and online graphics Unit 2: Data on the web</p> | <p>Unit 3: Processing data Unit 4: Analysing data</p> | <p>Unit 5: Programming (Python) Unit 6: Software and communication</p> |
| French | <p>Module 1: T’es branché(e)? 1 La télé</p> <ul style="list-style-type: none"> Talking about television programmes The present tense of –er verbs <p>2 J’ai une passion pour le cinema</p> <ul style="list-style-type: none"> Talking about films The present tense of avoir and être <p>3 La lecture</p> <ul style="list-style-type: none"> Talking about reading –ir and –re verbs <p>4 Que fais-tu quand tu es connecté(e)?</p> <ul style="list-style-type: none"> Talking about the internet aller and faire | <p>Module 2: Paris, je t’adore! 1 Paris touristique</p> <ul style="list-style-type: none"> Saying what you did in Paris Using on peut+infinitive <p>2 Les jeune parisiens</p> <ul style="list-style-type: none"> Saying what you like doing Using j’aime+the infinitive <p>3 Ça,c’est la question!</p> <ul style="list-style-type: none"> Asking for tourist information Using question words <p>4 C’est comment?</p> <ul style="list-style-type: none"> Saying what you visited and what it was like Using perfect tense of -er verbs <p>5 Le 14 juillet à Paris</p> <ul style="list-style-type: none"> Saying what you did Using the perfect tense of -er verbs | <p>Module 3: Mon identité 1 Mon caractère</p> <ul style="list-style-type: none"> Talking about personality Adjectival agreement <p>2 Ma bande de copains</p> <ul style="list-style-type: none"> Talking about relationships More practice with the pronoun on <p>3 Quelle musique écoutes-tu?</p> <ul style="list-style-type: none"> Talking about music Agreeing, disagreeing and giving reasons <p>4 Mon style</p> <ul style="list-style-type: none"> Talking about clothes The near future tense <p>5 Le weekend dernier</p> <ul style="list-style-type: none"> Talking about last weekend Using the perfect tense |

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| | <p>5 Qu'est-ce que tu as fait hier soir?</p> <ul style="list-style-type: none"> Talking about what you do in different weather Using on | | |
| Music | <p>Crescendo through Time: A Melodic Journey into Musical History</p> <p>Unit 1: History Genre: Musical History (classical music)</p> <p>Overview: In this unit, students will explore and understand different classical music.</p> <p>Key songs/artists: Various classical artists</p> <p>Welcome Marches by Salieri and Mozart</p> <p>Students will learn to listen and appraise instruments and famous composers.</p> <p>Curriculum Objectives/Skills: listening and appraising</p> <p>To listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Unit 2: Harmony Through Time: A Time-Traveling Journey into Musical Marvels! Welcome to the UAE (UAE National Day)</p> <p>Genre: Musical history</p> <p>Overview:</p> | <p>Staff-a-licious Adventures: Unleashing the Magic of Musical Notes</p> <p>Unit 1: Rhythmic and Melodic. Genre: Notations and the Staff</p> <p>Overview: In this unit, students will be able to learn and identify the rhythmic notes with duration.</p> <p>Students will be able to identify the notes on the staff and piano.</p> <p>Key songs/artists: Drummers (percussion)</p> <p>Curriculum Objectives/Skills: To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Unit 2: The Staff of Music: From Blank Lines to Beautiful Harmonies</p> <p>Overview: In this unit, students will learn to read and perform the melodic phrase confidently.</p> <p>Key songs/artists: Songs celebrating mothers and family</p> <p>Curriculum Objectives/Skills: performing</p> | <p>Voices and Vibes Unite: Crafting Magical Melodies</p> <p>Unit 1: Creativity and imagination Genre: Compose and Perform</p> <p>Overview: In this unit, students will be able to compose the melodic phrase in different time signatures.</p> <p>Key songs/artists: This is me The Greatest Showman</p> <p>Curriculum Objectives/Skills: Composition</p> <p>To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Students will be able to compose melodic phrases using pulse, pitch, duration, dynamics and tempo.</p> <p>Unit 2: Festival time Orchestrating Harmony: Unleashing the Power of Voice and Band Instrument Ensemble</p> <p>Overview: In this unit, students will be ready to perform by singing and playing musical instruments confidently. Students will also be able to prepare themselves to perform in an ensemble.</p> |

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| | <p>In this unit, students will be learning to understand and develop the UAE's musical history and instruments. Students will perform songs and play instruments</p> <p>Key songs/artists: Emirati song (sung by Hussain El-Gasmi)</p> <p>Curriculum Objectives/Skills: Performing</p> <p>To develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> | | <p>To identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices, different keys, including, sharp, flat. And natural.</p> | | <p>Furthermore, students will learn how to sing and prepare themselves to perform.</p> <p>Key songs/artists: This is me</p> <p>Curriculum Objectives/Skills: Instrumental To play and perform confidently in a range of solo and ensemble contexts using their voice and playing instruments.</p> | |
| Physical Education | <ul style="list-style-type: none"> • Basketball • Netball | <ul style="list-style-type: none"> • Football • Badminton | <ul style="list-style-type: none"> • Badminton • Football | <ul style="list-style-type: none"> • Volleyball • Cricket | <ul style="list-style-type: none"> • Fundamental Movement Skills • Multisport | <ul style="list-style-type: none"> • Fundamental Movement Skills • Multisport |
| PSHE and Well-being | <p>Taking care of the body</p> <ul style="list-style-type: none"> • Sleep and nutrition • Exercise • Growth mindset <p>Taking care of the mind</p> <ul style="list-style-type: none"> • Mindfulness • Understanding emotions • Thinking optimistically | | <p>Taking care of relationships</p> <ul style="list-style-type: none"> • Positive relationships • Kindness and gratitude • Communication | | <p>Taking care of the self and the world</p> <ul style="list-style-type: none"> • Identifying strengths • Finding meaning • Appreciating nature | |