



Latifa School for Girls promotes respect, pride in our achievements and the desire to do our best.

We encourage you to:

- **Discover and develop your individual interests and abilities;**
- **Develop your skills, knowledge and understanding in order for you to take full advantage of the opportunities life offers;**
- **Show respect for other people and cultures, as well as for our environment;**
- **Build on the values, traditions and culture of the U.A.E. and the wider Arab world whilst recognising our role in the global community.**

Welcome to the Latifa School Key Stage 3 Year 8 Curriculum Booklet

This booklet contains a brief outline of the curriculum being followed in each of the subjects your daughter studies. We hope you enjoy reading about the varied and exciting learning journey your daughter is undertaking this year.

We have recently revised our Key Stage 3 curriculum (Years 7 to 9) so, in addition to teaching your daughter subject knowledge and understanding, we will also ensure that, through her subject lessons, she enhances her skills and confidence in literacy, numeracy and I.C.T. We will also be encouraging such positive attitudes such as resilience and resourcefulness, which will allow your daughter to become a more successful and independent learner. We will also be continuing to develop a tolerant, respectful and caring approach to issues and people, essential for the good of the community and the environment - important elements of being a responsible citizen of both the U.A.E. and the world. We endeavour to deliver this 'heart learning' through both P.S.H.E. and subject lessons. We are also working on including in our subject lessons many cross-curricular themes such as entrepreneurship, healthy lifestyles, community participation, creativity and critical thinking.

We appreciate the support you, as parents, give us in this work. We hope you enjoy following the learning journey your daughter makes this year. We aim, as always, to create a learning partnership with both your daughter and yourselves in order to assist her in deepening her learning.

Thank you!

Arabic

Most Year 8 students study the U.A.E. Ministry of Education curriculum. Students for whom Arabic is more difficult study a modified Arabic course which is based on the Ministry curriculum. All Arabic lessons aim to help students develop a range of language skills, using the modern languages teaching methods followed in Latifa School. We try to encourage students to speak Arabic fluently; read it expressively; understand texts; use correct spelling, punctuation and paragraphing; widen their vocabulary; learn expressions; refine sentences and produce written work of a high standard.

Students use computers to type their written work and carry out research about the authors they are studying.

In order to motivate and interest students, the Arabic Department uses a wide range of resources especially prepared for each area of study. These resources include flash cards, pictures, quizzes, crosswords, word searches and dominoes. Projectors and interactive whiteboards are used as much as possible to teach grammar. Other supplementary materials are also used to enhance students' understanding of grammar skills.

Islamic Studies

In Islamic Studies we try to reinforce each student's faith and strengthen the Islamic relations between students and encourage them to perform their religious duty. Students follow the U.A.E. Ministry of Education syllabus for Islamic Studies.

Muslim students, whose Arabic is not sufficiently advanced for them to join in the normal Islamic Studies classes, are taught in separate groups using an English version of the Ministry Islamic Studies syllabus book called "Studies in Islam" which covers the topics from the syllabus of the Ministry of Education. They must, however, learn the verses from the Qur'an in Arabic.

English

English develops the four key skills that each student needs to get the most out of all their learning at school - speaking clearly, listening closely, reading carefully and writing fluently. English helps pupils express themselves creatively and develops their confidence when speaking in public and writing for others. Pupils read classic and contemporary prose, drama and poetry from around the world, look closely at the way writers use language and explore the many issues they raise.

Students in Year 8 continue to learn to:

Speaking and listening

- adapt the style of their speaking to suit different situations
- hold the interest of listeners by varying their expression and vocabulary

- take an active part in discussions while being sensitive to the feelings and opinions of other people
- use standard English fluently in formal situations
- take on and sustain a role in drama.

Reading

- find different layers of meaning in texts and comment on them
- discuss their views and feelings about works of literature
- refer to different aspects of a piece of writing - such as structure and theme - to justify their views about it
- summarise information they have gathered from different sources
- read widely from a choice of fiction and non-fiction texts.

Writing

- write in a way that captures the reader's interest
- write in different styles
- structure their work clearly and organise their ideas into paragraphs
- use different sentence structures and a varied vocabulary
- spell and punctuate their writing accurately most of the time
- write neatly and legibly.

I.C.T. Opportunities

- develop their reading of print and I.C.T. - based information texts
- evaluate how information is presented
- differentiate between relevant and irrelevant information
- examine the features of writing through different types of texts
- develop drafting skills; planning and revising when working on screen
- present their work in a variety of ways, using print and images
- select, compare and synthesise information from different texts.

In Year 8 students are taught in sets, determined by ability. English as a Second Language is offered.

Mathematics

The Mathematics syllabus is based on the U.K. national curriculum. The Impact Maths textbooks used in Year 8 are books 2G, 2B and 2R. The students are allocated a textbook that is based on the mathematics set they are in and which caters to their ability.

The 2G book covers topics that are levels 3 to 5 of the national curriculum. The target level for students studying from this book is level 4.

The 2B book covers topics that are levels 4 to 6 of the national curriculum. The target level for students studying from this book is level 5.

The 2R book covers topics that are levels 5 to 7 of the national curriculum. The target level for students studying from this book is level 6.

The areas of Mathematics studied are number, algebra, shape and space and data handling. Emphasis is placed on developing skills, increasing knowledge and understanding, as well as building confidence in using and applying mathematics.

The syllabus is topic based and within each topic there are opportunities for students to achieve at their own level. Some students are given extension tasks whilst others may need additional practice to consolidate basic skills. Students learn through discussion, practice, problem solving, investigation and practical activities.

Topics met include the following:

- Number
- Angle and symmetry
- Multiplication and division
- Algebra
- Number patterns
- Fractions
- Probability
- Decimals and percentages
- Shape and measure
- Positive and negative numbers
- Graphs
- Handling data
- Formulae and equations
- Perimeter, area and volume
- Averages

Students are expected to work in a variety of ways both independently and as part of a group. They are encouraged to develop good study habits enabling them to take increasing responsibility for their own learning. Homework is set twice a week and is an essential part of the learning process. I.C.T. is used within every topic in our dedicated I.C.T. suite.

Science

Building on the skills developed in Year 7, students study scientific concepts in greater depth following the U.K. national curriculum. Throughout the course, students carry out practical work to develop the investigative skills necessary for the scientific enquiry component of the Science curriculum. The following topics are studied:

Magnets and electromagnets - Identifying magnetic materials, properties of magnets and the concept of magnetic fields.

Students investigate factors affecting the strength of an electromagnet.

Atoms, elements, mixtures and compounds - Differences between elements, mixtures and compounds.

Students use the Periodic Table to help them discover the world of Chemistry.

Food and digestion - The food we eat and how these are digested and used by the body. Students examine a healthy diet and view models of the digestive system.

Respiration - How cells of the body receive their energy and are able to use it. Students investigate how various activities change the rate of respiration.

Energy and heat transfer - The different mechanisms of heat transfer: conduction, convection and radiation.

Students investigate the effectiveness of different forms of insulation, controlling relevant variables.

Air and combustion - The gases which make up the atmosphere and reactions of oxygen. Students carry out investigations into the composition of the air and the effect of combustion on the atmosphere.

Fit and healthy - How to keep the various body systems healthy. Students will examine data on how different factors affect their health.

Microbes and disease - The role of micro organisms in disease and biotechnology. Students will learn how to grow micro organisms safely and evaluate data.

Light and space - Reflection and refraction of light. The Solar system and beyond. Students use ray boxes to investigate the properties of light and produce 'eclipses' within the lab.

At the end of each topic the students take a short test, based on questions from the U.K. national curriculum Key Stage 3 Standard Assessment Tests. These are designed to assess understanding and application as well as the recall of factual knowledge. The students' progress will be monitored carefully throughout the course.

French

In French lessons during Year 8 all students follow the core textbook, Equipe 2. This is the second stage of a stimulating four part French course which students now follow throughout the school. The course is designed to be accessible and interesting for all students, whatever their ability level and previous experience of the French language.

In Equipe 2, students study nine topic-based units. Areas of work covered in Year 8 include talking about clothes, social activities, holidays and transport in France. The Equipe course also seeks to provide students with a greater understanding of the culture, geography and history of both France and the French-speaking world.

In Year 8, we put emphasis on developing confidence and an understanding of spoken and written French. Students learn how to manage in France on holiday but also how to communicate with native French speakers on a range of topics. All students spend a large part of their lesson listening to French spoken in the classroom in order to help them learn to speak themselves. Grammatical accuracy is also stressed in order to help students develop their own language.

Geography

In Year 8 Geography we reinforce and build upon skills learned in Year 7. We start with a topic called 'Geography matters!' where we consider the importance of Geography as a subject and link its relevance to current news events locally and around the world.

We then move on to a topic called 'people on the move' where we investigate the components of population change and migration. We study the effect that migration has on the UAE and think about the benefits and disadvantages the movement of people has on the host and source communities. We also consider how many migrants are forced to move for their own safety.

Our third topic looks at the impact of climate change and investigates the current evidence for global warming. We look at how global warming and particularly rising sea levels may affect Dubai. We study the causes of climate change and think about possible solutions at a local and global level.

Our final topic of the year is called 'the development gap' and we investigate contrasting levels of economic and social development and think about how we can measure levels of development in different countries.

During Year 8 we have two fieldtrips based in the local area. We study evidence of variations in the quality of life of people in Dubai, which links in with our study of development. We also take measurements of the microclimate in Safa Park to see what factors affect wind and temperature at a small scale. However, we are constantly revising fieldtrips and these may not necessarily be the same in future years.

History

In Year 8 we focus on the social and cultural aspects of history. We adopt a problem-solving approach, and investigate the causes and consequences of historical events. As in Year 7 we start from a local context:

- Islamic civilisations: the Arabian Peninsula. We investigate the flowering of Arab culture in Baghdad under the Abbassids by using original sources - written and pictorial.
- Islamic Spain and the beginnings of the Ottoman Empire. We make a point of examining the contacts between the Islamic culture and the rest of the world during this period.
- The Renaissance in Europe in the fifteenth century.
- The Mughal Empire in India in the 16th and 17th centuries and the arrival of the Europeans.

We aim to provide students with the ability to use language and thinking skills effectively so they can become increasingly independent as learners. We encourage them to reflect on their learning as this in itself is a valuable life-long skill. Another transferable skill we endeavour to foster is the ability to use I.C.T. confidently to research and present work. We use an activity-based approach which encourages a lively and enthusiastic participation from all our learners. Look at the school website and follow the links to the History page to see what our older students have produced. We think you'll be impressed!

Art and Design

In Year 8 students will continue to develop their knowledge and understanding of the visual elements of Art and Design: line, tone, form, shape, colour, pattern and texture. During the year they will work in two and three dimensions from a range of disciplines including Fine Art, Three - Dimensional Design and Textiles. Students will cover three projects within the year:

1. Objects and viewpoints
2. Buildings
3. Open scheme of work

All students will study aspects of Art History and begin to make associations with their own work. Sketchbooks are seen as a way of developing the student's own ideas, personal responses to Art History and as a means to encourage experimentation.

The Department sees homework as an opportunity for students to continue developing their understanding of drawing and to work on ideas associated with their classwork.

Information Technology

This year in I.C.T. we will be teaching the new U.K. national curriculum. The national curriculum programme of study details the knowledge, skills and understanding that pupils should be taught.

The I.C.T. national curriculum programme of study uses four aspects of assessment to prepare the students to face all technological advances the future may bring:

- finding things out
- developing ideas and making things happen
- exchanging and sharing information
- reviewing, modifying and evaluating work as it progresses.

There are eleven I.C.T. capabilities that pupils will learn through Key Stage 3:

1. Identifying problems and defining tasks
2. Searching and selecting information
3. Organising and structuring information
4. Analysing and interpreting information
5. Combining and refining information
6. Modelling
7. Controlling events and devices
8. Exchanging information
9. Presenting information
10. Reviewing, testing and evaluating
11. Assessing the impact of I.C.T.

In year 8 the focus of teaching these elements will be project based and the pupils will learn these new skills whilst learning the fundamental skills of the appropriate software. The Key Stage 3 Year 8 programme of study will be:

National Curriculum Unit	Project Title	Software Used	Project Theme
Unit Nine	Publishing on the Web	Publisher	Design and build an interactive web page on the history of Dubai.
Unit Ten	Information - reliability, validity and bias	Internet and Presentation software	Global warming
Unit Twelve	Systems - integrating applications to find solutions	Publisher, Word, Access and Excel	Fundraising event

** Unit eleven and thirteen from the national curriculum have been excluded from the I.C.T. curriculum due to time constraints. However, these concepts are taught in the Key Stage 3 curriculum.*

Music

The emphasis in Music is on the three core elements: **Listening**, **Performing** and **Composing**.

During the course students will listen to a wide variety of music as stimulus for both composing and performing. They will be involved in creative activities both individually and in small groups or whole class. They will be given the opportunity to perform on a wide variety of classroom instruments, both pitched and un-pitched.

Their work will be recorded in their own individual folder and they will be encouraged to participate in self-evaluation both individually and within a group.

The following topics are included in Year 8:

- History of Music
- Structure in Music
- Music from Different Countries
- Moods and Feelings
- Music and Media

We offer individual lessons in the following instruments, subject to availability:

- Piano
- Flute
- Clarinet
- Violin
- Guitar
- Singing
- Saxophone

We are pleased to welcome new learners, provided the teachers have room on their timetable. Lessons in Year 8 take place on a rota basis. A student will normally miss a different subject lesson each week on an eight week cycle.

Physical Education

The department aims to provide a high quality P.E. curriculum that will enable your daughter to enjoy and succeed in many kinds of physical activity. She will develop a wide range of skills and the ability to use tactics, strategies and compositional work to perform successfully. When she is performing, she will think about what she is doing, analyse the situation and make decisions. She will also reflect on her own and others' performances and find ways to improve them. As a result, she will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what she likes to do, what her aptitudes are at school, and how and where to get involved in physical activity will help your daughter to make informed choices about lifelong physical activity.

P.E. will help your daughter to develop personally and socially. She will work as an individual, in groups and in teams, developing concepts of fairness and of personal and social responsibility. She will take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that P.E. offers, she will learn how to be effective in competitive, creative and challenging situations.

Students have the opportunity to take part in a variety of other activities during the lunch time. In addition there is an after-school sports club which takes place on a Wednesday from 3.00 to 4.00 p.m., and students from all years can take part in inter-school fixtures hosted at Latifa School for Girls.

Personal Skills

The P.S.E. course aims to promote learning in its broadest sense, and each year group covers different topics under three themes: Arabic Citizenship, Health and General Personal and Social Education. In Year 8, the following topics are covered:

Theme:

Arabic Citizenship

Topic:

The constitution of the Emirates

How authority is distributed in the Emirates

Health

Healthy eating and exercise (covered in Science & P.E. lessons)

General Personal and Social Education

You as a learner

Managing your time

Working in groups

Protecting our school environment