



## **CURRICULUM OVERVIEW 2019-2020**

### **PERSPECTIVES -YEAR 8**

#### **A GUIDE FOR PARENTS AND STUDENTS**

**Perspectives include History, Geography, UAE Social studies and Moral Education.**

**OBJECTIVE:** The curriculum of perspectives aims the following:

1. All students achieve the geographical skills like mapping and geographical enquiry
2. Develop knowledge and understanding of historical events.
3. Develop deep knowledge in UAE social studies and understand the importance of moral education.

## PERSPECTIVES CURRICULUM OVERVIEW

YEAR 8

TERM 2&3

### MORAL EDUCATION

#### TERM 2:

#### THEME: CIVIC STUDIES

#### **Trade, Travel and Communications: The UAE in an Increasing Globalized and Interconnected World; Cultural Exchange**

1. Students to explore the concept of globalization, including the issues it involves and the impact it has had on the global economy.
2. Analyze how the UAE connects to the rest of the world in terms of trade, travel and communications.
3. Examine how evolving communications technology has led to changes for both the individual and society.

**SECRET:** Effective organizers, Self- managers, Reflective-learners, Enquirers, Team work, Creative thinkers.

#### Topics:

1. Understanding Globalization
2. What Factors Have Enabled Globalisation?
3. Globalization and The UAE
4. Advantages and Disadvantages of Globalization
5. The Individual in a Globalized World

**BYOD:**

1. What is the contribution of the UAE to the success of the Special Olympics?
2. The World Future Energy Summit takes place every year in the UAE since 2008. Research the objectives of the summit and its relation with globalization and write your findings in a paragraph of at least ten lines.
3. Choose one of the pillars of sustainability and make a list of actions that government of the UAE has undertaken to promote that pillar.
4. With a partner, research the ways ICT has helped provide medical care to remote areas.

TERM 3

THEME: CHARACTER AND MORALITY

Human Needs

1. Introduce students to the concepts of human needs and wants and their relationship to human dignity.
2. Analyze how unmet basic needs can lead to dysfunctional behaviour and hence conflicts.

**SECRET:** Self- managers, Reflective-learners, Enquirers, Team work, Creative thinkers.

Topics:

1. Life Necessities Lesson
2. Basic Needs
3. Is There a Link Between Unmet Needs and Conflict?
4. Commitment to the Value of Human Life

**BYOD:**

1. What is meant by United Nations' World Happiness Index?
2. Research on Khalifa Foundation's humanitarian work.

THEME: THE INDIVIDUAL AND THE COMMUNITY

**Digital challenge:**

1. Introduce students to the world of social media, helping them to understand the positive and negative aspects of this exciting resource.
2. Analyze many ways social media can enhance a user's life.
3. Examine potential risks and dangers, including identity theft, bullying and misinformation.

**SECRET:** Self- managers, Reflective-learners, Team work, Creative thinkers.

**UAE SOCIAL STUDIES**

**Our UAE, Our World: Understanding our past, Present and Future.**

1. Students will explore the major port cities and manufacturing Centers of East Asia and Southeast Asia. **(Asian Industrial Centers)**
2. Students will learn about life in ancient China by examining the engineering and metal technology of Ancient China, and the building of the Grand canal. **(Engineering and civilization in Ancient China)**
3. Discuss about the development of East Asian and Chinese civilization. **(Chinese Technology, Science and Medicine.)**
4. Students will learn about the impact of Mongol Empire and the development of the silk route on Asia and other parts of the world. **(Mongol Empire)**
5. Students will explore and learn about some of the major port cities and manufacturing centers of East Asia and South east Asia and its economic impact on UAE. **(Modern Japan and economic activity)**

6. Analyse the changes in East Asia over the 80 years since the World War II up through Expo 2020. (**Asia from World War II to Expo 2020**)
7. Students will learn about Expo 2020 and make a plan for an exposition pavilion for an East Asian or Southeast Asian country. (**Expo 2020**)

**BYOD:**

1. Research on the physical features of South-western China.
2. What are the ancient sites in China?
3. Search and list the technical advances from China.
4. When was the first expo? What was its significance?

Geographical skills like mapping skills and SECRET skills will be incorporated.

## HUMANITIES

### TERM 2

#### GEOGRAPHY:

#### THEME: SUSTAINABILITY- SOCIAL, ENVIRONMENTAL AND ECONOMIC.

1. To understand the difference between weather & climate.
2. To know how the Weather is measured.
3. To analyze the factors which affect climate.
4. To understand different climate zones.
  
5. To explain what is meant by the greenhouse effect.
6. To understand the causes of global warming.
7. To describe and analyze the effects of global warming on the world.

#### Topics:

1. Weather and climate
2. Weather instruments
3. Factors affecting the climate
4. Climate around the world.
5. Greenhouse effect and global warming.

#### SKILLS:

Knowledge and understanding, mapping skills, Geographical enquiry, Compare and contrast.

**SECRET:** Team player, Enquirer, Reflective learner, Creative thinker, Self-manager.

**LINKS:**

<https://www.tes.com/teaching-resource/weather-and-climate-6396284>

<https://www.tes.com/teaching-resource/factors-influencing-climate-11879758>

<https://www.tes.com/teaching-resource/geography-ks3-greenhouse-effect-11022300>

<https://www.tes.com/teaching-resource/ks3-global-warming-and-climate-change-11770697>

**BYOD:**

1. Search and find the differences between weather and climate.
2. What are the other weather instruments which are not discussed in the lesson? Find the names and uses of them.
3. Choose any two climate zones. Search their characteristics and compare them.
4. How is global warming linked to climate change?

**TERM 3**

**HISTORY**

**Britain 1750-1945**

1. To explain how products were manufactured in Britain before 1745.
2. To examine how and why machines changed the way goods were made in Britain forever.
3. To identify the technological advances that made the Industrial Revolution possible.

**SKILLS:**

Knowledge and understanding of historical events.

**SECRET:** Team player, enquirer, reflective learner, Creative thinker.

**BYOD:**

1. What were the differences between domestic and factory system?
2. What was the industrial revolution?

3. What were the major inventions in Britain during industrial revolution?

LINKS:

<https://www.tes.com/teaching-resource/the-domestic-system-6075924>

<https://www.tes.com/teaching-resource/the-domestic-system-to-the-factory-system-new-version-11187982>