

# Curriculum Overview – 2022-2023

**Subject:** Qatari History and Citizenship

**Year group:** Year 8

Topic number	Topic name	Key learning aspects (knowledge, understanding, skills)	Key assessment opportunities
1	Economic and Social Conditions in 1913-1949	<p>Pupils to gain an understanding of both economic and social factors, their interdependence and how they impacted the day to day life of the Qatari nation during and between the historical context of the World War Era and the rule of Sheikh Abdallah bin Jassim al-Thani.</p> <ul style="list-style-type: none"> <li>• Economic conditions - Oil exploration halted</li> <li>• Social conditions - 1. Education 2. The Majaalis 3. Judiciary</li> </ul>	<input type="checkbox"/> Literacy focus on oral speeches and articulation <input type="checkbox"/> Dates and fact check
2	Economic Resources in The State of Qatar	<p>Pupils to be able to analyse the natural and human resources available in the State of Qatar.</p> <ul style="list-style-type: none"> <li>• Economic: 1. Agricultural 2. Animal and Fish 3. Petroleum (Oil) 4. Natural Gas</li> </ul>	<input type="checkbox"/> Oral feedback in class <input type="checkbox"/> Check for understanding (T/F)
3	Social Change in Qatari Community and its Factors	<p>Pupils to know and understand what social change entails, the types of social change and the factors causing social change namely 1. Economic 2. Demographic 3. Technological 4. Educational and apply this analysis to the Qatari people.</p>	<input type="checkbox"/> Knowledge retrieval and recall <input type="checkbox"/> Blank fill written activity <input type="checkbox"/> Discussion and exposition

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4	Social and Economic Security	<p>Pupils to be able to articulate the components of Qatari social (a) and economic(b) security, with reference to:</p> <p>a) 1. The Rule of Law 2. Social Solidarity 3. Coexistence 4. Economic Cooperation 5. Sense of Responsibility 6. Citizenship</p> <p>b) 1. Energy sources 2. Financial resources 3. Human resources 4. Foreign Relations</p>	<input type="checkbox"/> Knowledge retrieval and recall <input type="checkbox"/> Grid fill written activity <input type="checkbox"/> Probing and open ended questioning
5	Industry in Qatar	Additional Lesson	<input type="checkbox"/> Teacher exposition <input type="checkbox"/> Workbook exercise <input type="checkbox"/> Oral responses in class
6	Primary Sources of Human Rights	<p>Pupils to recognise the concept of human rights and its basic principles, in addition to its three primary sources namely 1. Religion 2. International Law 3. Constitutional Law.</p> <p>Pupils should be able to consolidate understanding by articulating how Qatar promotes and protects human rights in the state.</p>	<input type="checkbox"/> Workbook activities, <input type="checkbox"/> Research and project work <input type="checkbox"/> Presentation
7	Women's and Children's Rights	Pupils to understand an overview of both women and children rights as they pertain to both Islam and to international conventions prior to analysing how the Qatari state promotes and protects these on a practical day to day level.	<input type="checkbox"/> Knowledge recall <input type="checkbox"/> Verbal responses <input type="checkbox"/> End of unit assessment
8	World Peace	Pupils to be able to identify the concept of peace and its importance on a local and international scale, as well as evaluate the role of Islam, the United Nations and the Qatari state in promoting and protecting a peaceful society.	<input type="checkbox"/> Targeted questioning <input type="checkbox"/> Blank/table fill activity <input type="checkbox"/> Reading and comprehension

9	Intolerance and Racial Discrimination	Pupils will be able to recognise and identify intolerance and racial discrimination and articulate the relationship between intolerance and discrimination as it relates to skin colour, gender, religion, race, or opinion. Pupils will gain an understanding of this issue from both an Islamic and International Law perspective, and be able to analyse the effects of both intolerance and racial discrimination as well as how to combat this.	<input type="checkbox"/> Literacy focus <input type="checkbox"/> Oral articulation/discussion <input type="checkbox"/> End of unit assessment
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