



# CURRICULUM HANDBOOK

Year 7

2021 - 2022

ESTABLISHING  
LEADERSHIP



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

**GEMS**  
EDUCATION

## INTRODUCTION

This booklet has been produced to inform you about your child's learning at Metropole School during this academic year; it is intended to give a broad overview of the learning journey students will undertake. It's an important tool for developing and maintaining our partnership with you - the more information you have about how your child is learning and what they are learning, the more you are able to support and enhance their progress.

We believe that students should be given a broad and balanced curriculum which equips them for life beyond school in the 21<sup>st</sup> Century. This sees the aims of education as being firstly to enlarge children's knowledge, skills, experience and imaginative understanding and thus their awareness of moral values and capacity for enjoyment. It also enables them to enter the world after formal education as active participants in society and responsible contributors to it, capable of achieving as much independence as possible. We also ensure that the education we offer facilitates progression to our 6<sup>th</sup> Form and into university and employment.

Students study the National Curriculum subjects: English, Maths, Science, ICT/Computer Science, Art, Drama, Music, Dance, History, Geography, Modern Foreign Languages, and Physical Education. In addition, students learn Arabic and Islamic Studies (our Muslim students). Students also follow the UAE Social Studies and UAE Moral Education Programme. Our Masterclass and Enrichment programmes provide additional opportunities for students to develop their interests and abilities.

Our aim is to engage and inspire all students to excel in their learning, to encourage and develop independent, inquisitive, resilient young minds, and to prepare our students to become eloquent, knowledgeable and responsible global citizens. Our curriculum is not about 'delivering' knowledge, but encouraging students to develop learning competences to resolve problems for themselves. We hope that you, as parents, will support both the teaching staff and your children in this challenging but exciting journey.

**Ms. Daniella Aschettino**  
**Secondary Headteacher (Prep and Senior)**



## SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino  
**Secondary Headteacher  
(Prep and Senior)**



Ms. Lauren East  
**Deputy Head of Secondary**



Mr. Kevin Conlon  
**Assistant Head  
of Secondary**



Ms. Kelly Lohe  
**Assistant Head  
of Secondary**



Mr. Martin Booter  
**Assistant Head  
of Secondary**

## WELCOME FROM THE HEAD OF YEAR 7

Dear Parents,

My name is Mr. Alan Traynor and I am the Head of Year 7. I would like to welcome all our new and returning students and to give you piece of mind by letting you know that the school has everything in place to ensure that your children are safe and that they receive the best education possible. I personally have been blown away witnessing the amount of work that has gone into getting the school ready to open its doors for the new academic year.

We have a fantastic Year 7 LEAD team this year who will be your child's first point of contact and they have been hugely excited to meet the students. Year 7 is a really fantastic year as the students begin their journey into Secondary school which is hugely exciting for our students as well as for parents. However, initially we must make sure that the wellbeing of our students takes priority, this is why it is so important that everybody adheres to the social distancing that has been put in place along with all the other policies and guidelines that have already been shared with you.

The Year 7 LEAD teachers will be setting time aside during induction in the first few weeks to give the students an opportunity to talk about their experiences and the adaptations each of them has had to make to their learning over the past 18 months, addressing worries/concerns and answering any questions that they may have. We want to create an open environment where students can talk about their concerns and work together to resolve them. Happy students learn better!

On a personal note I am very excited to welcome the students back. Hopefully they are excited to begin their Secondary journey and they will be fully motivated to make the best possible start to Year 7.

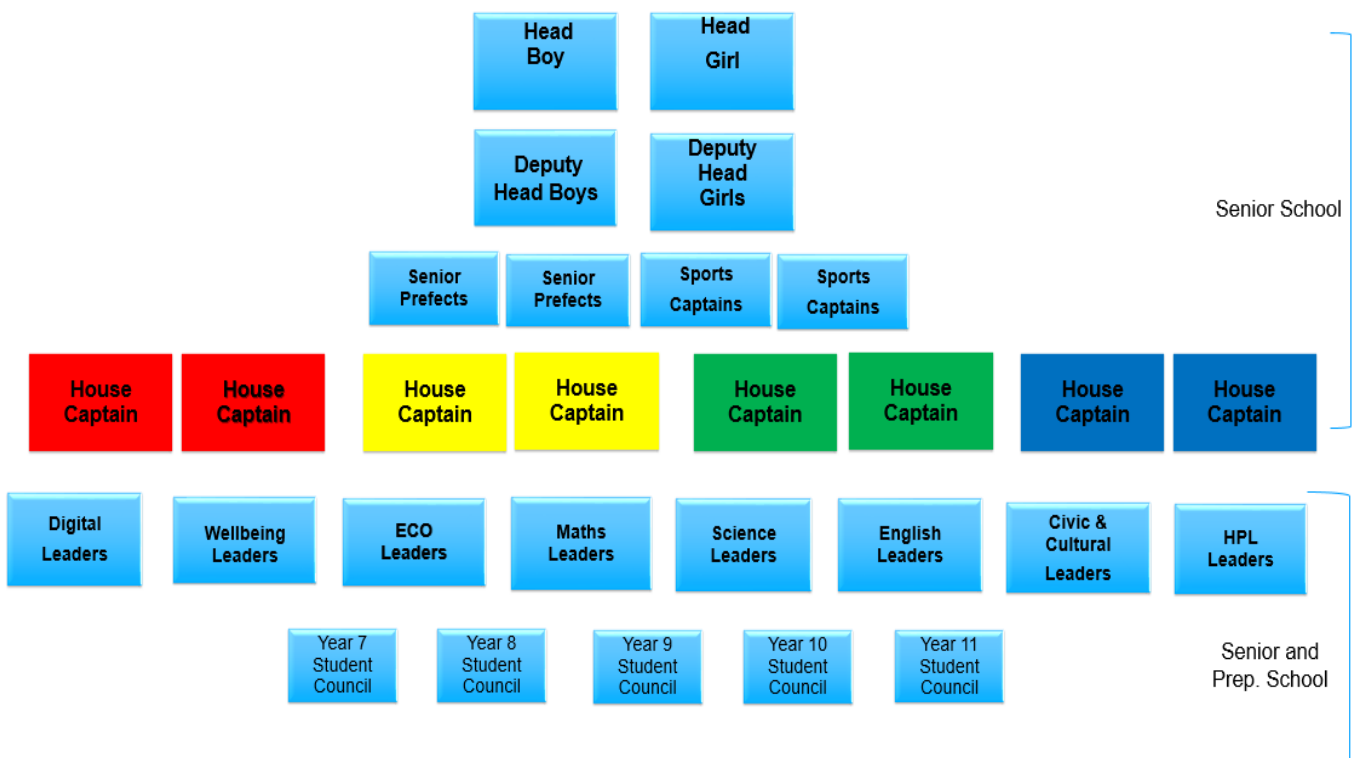
**Mr. Alan Traynor**  
Head of Year 7





## STUDENT LEADERSHIP

We are very much committed to growing leaders at Metropole School, and so our curriculum has been designed to provide students with ample opportunities to develop skills and gain accreditations related to leadership. Throughout our Prep and Senior schools, students will be encouraged to establish their leadership and embrace leadership opportunities! We have many leadership positions available for our students and a dedicated team of staff to lead our leaders.



Ms. Rachel Lally  
**Student Leadership Lead**



Ms. Sinead O'Neill  
**Eco Lead**



## ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we always like to hear from the parents of the students we teach. In order for us to deal with any comments, concerns or questions quickly and effectively, please direct these to the relevant members of staff as listed below.

**Academic Concerns:** Any academic concerns about your child's progress should, as a first point of call, be shared with your child's LEAD Teacher. Broader questions about how the curriculum is organised should be addressed to the Heads of Department, or the class teachers of your son/daughter. Email addresses are shared on GEMS Connect.

Subject	Head of Department
English	Ms. Trina Epsom
Maths	Ms. Emma Flanagan
Science	Mr. David Roberson
Physical Education	Mr. Gary Saunt
Islamic Studies (Muslim Students)	Ms. Rasha Mahmoud
Arabic A Arabic B	Mr. Mohamed Wasel Alwafae Ms. Rima Wehbi
Humanities (History and Geography)	Ms. Sarah Burns
Modern Foreign Languages (French and Spanish)	Mr. Brendan Eveleigh
ICT & Computing	Ms. Lorraine De Souza
Art	Mr. Tahir Ali
Performing Arts (Drama and Music)	Mr. Andy O'Sullivan
Skills in School (Non-Muslim students)	Mr. Martin Boother
Active Leaders	Mr. David Jackson
Moral Education and Social Studies	Ms. Kelly Lohe
Masterclass	Mr. Martin Boother

**Pastoral Concerns:** Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year.

Head of Year	Name
<b>The Prep School</b>	
Head of Year 7	Mr. Alan Traynor
Head of Year 8	Ms. Heather Scott
Head of Year 9	Mr. Conor Clarke
<b>The Senior School</b>	
Head of Year 10	Mr. Joseph Gannon
Head of Year 11	Ms. Samreen Shah
Heads of Sixth Form	Mr. Chris Waldron Ms. Elise Norman-Hunkin



## CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 7 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	4	240
Physical Education	2	120
Islamic Studies (Includes Quran recitation) - Muslim students	2	120
Arabic (A and B)	4	200
Humanities (History and Geography)	2	120
Modern Foreign Languages (French or Spanish)	2	120
ICT & Computing	1	60
Art	1	60
Performing Arts (Drama and Music)	2	120
Skills in School (Non-Muslim students)	2	120
Active Leaders	1	60
Moral Education and Social Studies	1	60
Masterclass	1	60



## ENGLISH

The curriculum for English at Metropole is centred on the UK National Curriculum for England, but adapted to meet the needs of our international students. Our broad and balanced curriculum offer ensures that students are fully immersed in knowledge, vocabulary and experiences relevant to the world in which we live.

Year 7 students will have four hours of English per week, with lessons that provide them with opportunities to communicate and comprehend the English language in a wide variety of forms, building on the solid foundations laid in Key Stage 2. Lessons will focus on the development of students' reading, writing, and oracy skills.

Students will develop their analytical and evaluative skills, exploring the writer's craft through a variety of engaging fiction and non-fiction texts. They will also develop their skills as writers, learning to craft their ideas for a wide range of purposes and audiences.

### COURSE OVERVIEW

<p>Assessment objectives covered throughout the year</p>	<p><b>Language</b></p> <p>R1: Read and understand texts, selecting and utilising material appropriate to purpose  R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate  R3: Develop and sustain interpretations of writers' ideas and perspectives  R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</p> <p>W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader  W2: Use a range of sentence structures for clarity, purpose and effect  W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence  W4: Demonstrate technical accuracy in grammar, punctuation and spelling</p> <p><b>Literature</b></p> <p>AO1: Understanding of, and engagement with, themes, ideas and contexts  AO2: Analysis of how writers create meanings and effects  AO3: Express informed, personal responses to literary texts, using appropriate terminology, and coherent, accurate writing</p>
<p><b>Term 1</b>  '<b>Come Fly With Me</b>' Transactional Writing and '<b>A Christmas Carol</b>' Novel Study</p>	
<p><b>Content</b></p>	<p><b>Term 1a: 'Come Fly With Me'- Transactional Writing</b></p> <p>Students will have the opportunity to win a seat on 'Emirates Around the World Educational Flight'. They will have to write a letter convincing the CEO why they should be chosen. When the plane suddenly crashes on a deserted island, the students will keep a diary of their adventures and convince their peers why they should be the island leader.</p> <p>This unit is designed to develop students' transactional writing skills. They will write in various forms and for different purposes. Students will also have the opportunity to develop their speaking &amp; listening skills, individually and as part of a group, for the purpose of persuading their audience.</p> <p><b>Term 1b: 'A Christmas Carol' Novel Study</b></p> <p>Students will read the abridged version of Charles Dickens' classic tale of redemption and the spirit of generosity. Student will explore and analyse aspects of plot, character and themes.</p>





<p><b>English Skills</b></p>	<p><b>Term 1a:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate secure application of a range of sentence structures for deliberate effect</li> <li>▪ Demonstrate ability to shape language choices</li> <li>▪ Writing for a variety of purpose, audience and form (PAF)</li> <li>▪ Linguistic crafting to manipulate reader response</li> <li>▪ Understand the patterns, structures and conventions of written and spoken English</li> <li>▪ Select and adapt speech and writing to different situations and audiences</li> </ul> <p>Speaking and Listening: talk for writing, debate, verbal presentations on their own experiences thus far, virtual role-play / digital hot seating, interviewing.</p> <p><b>Term 1b:</b></p> <ul style="list-style-type: none"> <li>▪ Become critical readers of a range of texts</li> <li>▪ Use reading to gain access to knowledge and to develop their own skills as writers</li> <li>▪ Connect ideas, themes and issue, drawing on a range of texts</li> <li>▪ Connect novel with the context of the time period and comment on how this influences meaning</li> </ul> <p><b>Spoken Language skills:</b> Talk for writing, reading aloud to class, and open dialogue in groups on theme, setting, atmosphere and character.</p>
<p><b>Term 2</b> <b>Class Reader - novel study and Descriptive writing</b></p>	
<p><b>Content</b></p>	<p><b>Term 2a: Class Reader (Novel study)</b> Students will develop a variety of reading strategies including close reading skills, analysis of language and inference of texts. Through their class novel, students will strengthen their reading comprehension, complex inferences, discussion on the world around them along with continuing to work on their writing skills.</p> <p><b>Term 2b: Gothic Descriptive Writing</b> Students will learn how to plan, write and edit their own creative writing and develop their skills in language techniques. Students will explore excerpts and extracts from gothic/ horror literature to analyse how writers use vocabulary, literary devices, the 5 senses and sentence structures to describe.</p> <p>Students will complete a written assessment for the descriptive section based on the IGCSE Language question paper 1 section B.</p> <p><b>Spoken Language skills:</b> Talk for writing, reading aloud to class, and open dialogue in groups on theme, setting, atmosphere and character.</p>
<p><b>English Skills</b></p>	<p><b>Term 2a:</b></p> <ul style="list-style-type: none"> <li>▪ Become critical readers of a range of texts</li> <li>▪ Use reading to gain access to knowledge and to develop their own skills as writers</li> <li>▪ Connect ideas, themes and issue, drawing on a range of texts</li> <li>▪ Connect novel with the context of the time period and comment on how this influence meaning.</li> </ul> <p>Speaking and Listening: Talk for writing, reading aloud to class, and open dialogue in groups on theme, setting, atmosphere and character.</p> <p><b>Term 2b:</b></p> <ul style="list-style-type: none"> <li>▪ Develop a range of writing skills. Using literary devices accurately and effectively</li> <li>▪ Students will use a variety of punctuation and vocabulary accurately and effectively</li> <li>▪ Gain an understanding of the gothic genre. Students should be able to identify a gothic text and explain why it meets the requirements of the genre</li> <li>▪ Students will learn how to use techniques within their own writing to create a gothic text</li> </ul> <p><b>Spoken Language skills:</b> Talk for writing, reading aloud to class, and open dialogue in groups on theme, setting, atmosphere and character.</p>



<b>Term 3</b> <b>Reading Comprehension and Dragons' Den</b>	
<b>Content</b>	<p>The first part of the unit is designed to develop students' comprehension and inference skills. They will study a range of fiction and non-fiction extracts. They will also develop their spelling, punctuation and grammar skills.</p> <p>The second part of the unit is designed to develop students' transactional writing skills. They will have the opportunity to create a sales pitch for their own invention as well as the opportunity to develop their speaking &amp; listening skills, individually and as part of a group, for the purpose of persuading their audience.</p>
<b>English Skills</b>	<p><b>Term 3a:</b></p> <ul style="list-style-type: none"> <li>▪ Critical skills in reading and analysing texts to find meaning</li> <li>▪ To infer writer's ideas; deepen their understanding of how interpretations of texts vary according to contexts</li> <li>▪ Analyse ways in which meanings are shaped in literary texts with close attention to authorial methods</li> </ul> <p>Knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> <li>▪ extending</li> <li>▪ to analyse more challenging texts</li> <li>▪ studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>▪ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>▪ using Standard English confidently in their own writing and speech</li> </ul> <p><b>Term 3b:</b></p> <ul style="list-style-type: none"> <li>▪ Students will have a sound understanding of PAF and how they can use language to manipulate their audiences' response</li> <li>▪ Students will know how to plan an effective response</li> <li>▪ Students will be able to identify their target audience and unique selling point. They will then use the most suitable and effective language choices to appeal to their audience</li> <li>▪ Students will have the confidence and ability to successfully deliver a sales pitch, using a range of techniques</li> </ul> <p><b>Spoken Language skills:</b> collaborative discussions, speech, peer assessment, hot-seat questioning.</p>

Students will also cover this alongside their study of each unit:

- **Accelerated Reader-** Quizzes and book reviews
- **Seneca-** grammar tests & quizzes
- **Kahoot and Weekly spelling**

**Useful Websites:**

- <https://senecalearning.com/en-GB/>
- [www.ukhosted14.renlearn.co.uk/6607364/default.aspx](http://www.ukhosted14.renlearn.co.uk/6607364/default.aspx)



## MATHS

At Key Stage 3, students follow the British National Curriculum in Mathematics. In Year 7, students will learn a variety of topics that lay the foundation for the new GCSE in Mathematics. In KS3 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. The course designed for Year 7 is a continuation of the Year 6 course.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"><li>- Sequences</li><li>- Understand and use Algebraic notation</li><li>- Equality and equivalence</li><li>- Place value and ordering integers and decimals</li><li>- Fraction, decimal and Percentage equivalence</li></ul>	<ul style="list-style-type: none"><li>- Solving problems with addition and subtraction</li><li>- Solving problems with multiplication and division</li><li>- Fractions &amp; percentages of amounts</li><li>- Operations and equations With directed number</li><li>- Addition and subtraction of fractions</li></ul>	<ul style="list-style-type: none"><li>- Constructing, measuring and using geometric notation</li><li>- Developing geometric reasoning</li><li>- Developing number sense</li><li>- Sets and probability</li><li>- Prime numbers and proof</li></ul>
Assessment	Written assessment at the end of term 1 covering all topics from the term so far	Written assessment at the end of term 2 covering all topics studied so far from the start of the year	Written assessment towards the end of term 3 covering all topics from the year

### Useful Websites:

- [www.khanacademy.org](http://www.khanacademy.org)
- <http://www.hegartymaths.com>
- <https://www.bbc.com/education/subjects/zqhs34j>
- [www.corbettmaths.com](http://www.corbettmaths.com)



## SCIENCE

The Science Department teaches Key Stage 3 Science using the Pearson software "Active Learn". Each teacher has a log-in for this package and lessons are fully supported via this tool. Students in years 7-9 also have a log in for this software, where homework and extra revision work can be set, as well as having access to the online e-book Exploring Science.

Each Term the students will study one Biology, one Chemistry and one Physics topic as per the Curriculum Map. At the end of each Topic there is an End of Topic Test.

### COURSE OVERVIEW

- Understanding of key concepts to help solve problems in unfamiliar situations.
- Preparing students for the iGCSE, AS & A Level examinations.
- Using scientific methods of investigation to solve problems in a disciplined way.
- Appreciating the contribution science makes to society and realise that applying science can lead to moral and ethical issues having to be addressed.
- Understanding that learning in science contributes to personal development because the interest and curiosity shown need to be balanced by an awareness of health and safety matters and respect for living things and the environment.
- Appreciating the powerful, but provisional nature of scientific knowledge and explanation and understanding that science is always developing.
- Giving students access to careers in science and technology at a variety of levels.

**Homework** is given every week to consolidate student learning and progress. There will be a variety of homework tasks set from exam questions, research and interactive activities. Science specific literacy homework is set every fortnight.

### Assessment

Every half term there will be a cumulative assessment to prepare students to recall with ease. Assessment will be followed by a growth lesson to address misunderstanding and misconceptions. There is ongoing formative assessment throughout lessons and assessed tasks.

### Useful Websites:

- <http://www.educationquizzes.com/ks3/science/>
- [https://www.cgpbooks.co.uk/interactive\\_ks3\\_science](https://www.cgpbooks.co.uk/interactive_ks3_science)
- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- <https://www.pearsonactivelearn.com/>
- <https://www.thenational.academy/> (full lessons)
- <https://senecalearning.com/en-GB/> (make your log in and revise)
- [https://keystagewiki.com/index.php/Science\\_Key\\_Stage\\_3](https://keystagewiki.com/index.php/Science_Key_Stage_3) (scientific inquiry and theory support)

### Recommended textbooks:

- Active books – 1 2 3 student books
- Exploring Science: Working Scientifically Student Book Year 7 8 9



## PHYSICAL EDUCATION

Students in Year 7 will experience a creative curriculum that is designed to enhance all student's experience of Physical Education. It places an emphasis on being active and trying challenging new sports whilst also allowing students to start developing their understanding and knowledge of a healthy lifestyle. Students will experience an environment of enjoyment so they can achieve and grow in confidence whilst learning in a fun, competitive and inclusive setting.

In line with the GEMS Metropole Prep School vision, Physical Education and Sport is embedding student leadership within the curriculum. This will help students to develop their skills and qualities associated with leadership such as communication, confidence and organisation.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Basketball Fitness and the body Football Swimming	Athletics Tag Rugby Rounders	Badminton Handball Volleyball Gymnastics

### Useful Websites:

- <http://www.bbc.co.uk/education/subjects/znyb4wx>
- <http://news.bbc.co.uk/sport2/hi/academy/default.stm>
- <http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

### Anticipated Educational Visits:

- Sports Day - January 2022

## ISLAMIC A

In Year 7 students study topics which build their need to develop an emotional link with every aspect of Islam. They will be inspired to love Allah, Prophet Muhammad and other Prophets, the Sahabah and the great scholars and heroes of Islam, the Qur'an, the Sunnah and rules and morals of Islam. Islamic curriculum aims to instill love in the heart of learners toward Islamic principles in general. This heartily link would function as a motivational factor and encourage learners to implement various Islamic principles and practices. Project-based education will help students to retain and internalise their lessons in motivating chapters and lessons of their curriculum which will develop ideas and abilities to think conceptually and abstractly, and capacity to discern logical or numeral matters.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>سورة الملك 1-10 -</li> <li>المؤمن بين الصبر والشكر -</li> <li>نواع السجود -</li> <li>علامات يوم القيامة -</li> <li>غزوة بدر -</li> <li>التسامح -</li> <li>الإدغام -</li> <li>غزوة أحد -</li> </ul>	<ul style="list-style-type: none"> <li>سورة الملك 20-11 -</li> <li>سورة الملك 21-30 -</li> <li>الإخفاء الحقيقي -</li> <li>التفكير العلمي -</li> <li>صيام التطوع -</li> <li>آداب الدعاء -</li> <li>غزوة بدر 2 -</li> </ul>	<ul style="list-style-type: none"> <li>يتم استنتاج المشاريع من خلال الدروس -</li> <li>الصفية المحفزة، والتي ستعمل على تطوير -</li> <li>أفكارهم وقدراتهم على التفكير -</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>يظهر المتعلمون فهما لمفهوم العبادة .</li> <li>بمعناها الواسع ، ورقابة ذاتية تنطلق من مفهوم الإحسان ، وتطبيقا لقيم الإسلام الفردية والجماعية</li> <li>يظهر المتعلمون فهما وتمثلا وحفظا .</li> <li>لكتاب الله ولسنة نبيه صلى الله عليه وسلم</li> <li>يظهر المتعلمون تطبيقا لأحكام الإسلام .</li> <li>وآدابه التهذيبية مع النفس والمجتمع</li> <li>يظهر المتعلمون معرفة بأركان الإيمان .</li> <li>وتفكيراً منهجياً في فهم أصول الإيمان</li> <li>يظهر المتعلمون حبا واقتداء وتأسيا .</li> <li>برسول الله ومن تبعه بإحسان من النماذج البشرية من الأمة الإسلامية</li> <li>يظهر المتعلمون انتماء واعتزازا بلغتهم .</li> <li>العربية وبأمتهم العربية الإسلامية</li> <li>يتمثل المتعلمون في ثقافتهم وسلوكهم قيم .</li> <li>التسامح واحترام التنوع البشري وبناء علاقة إيجابية مع جميع خلق الله</li> </ul>	<ul style="list-style-type: none"> <li>يظهر المتعلمون فهما عميقا للصدقة و أنواعها و أيضا لمفهوم التوسط و الاعتدال في فكره وسلوكه</li> <li>يظهر المتعلمون فهما وتمثلا لما جاء في .</li> <li>بعض سور القرآن الكريم مثل سورة الرحمن</li> <li>يظهر المتعلمون تطبيقا لأحكام الإسلام .</li> <li>وآدابه التهذيبية مع النفس والمجتمع</li> <li>يظهر المتعلمون معرفة بأركان .</li> <li>الإيمان وتفكيراً منهجياً في فهم أصول الإيمان</li> <li>يظهر المتعلمون حبا واقتداء وتأسيا .</li> <li>برسول الله ومن تبعه بإحسان من النماذج البشرية من الأمة الإسلامية</li> <li>يظهر المتعلمون انتماء واعتزازا بلغتهم .</li> <li>العربية وبأمتهم العربية الإسلامية</li> <li>يتمثل المتعلمون في ثقافتهم وسلوكهم قيم .</li> <li>التسامح واحترام التنوع البشري وبناء علاقة إيجابية مع جميع خلق الله</li> </ul>	<ul style="list-style-type: none"> <li>الكرامة خاصة التكافل بين الناس و مساعدة المحتاجين</li> <li>يظهر المتعلمون فهما و تطبيقا لبعض الآداب الإسلامية خاصة فيما يتعلق بالمجالس والأماكن العامة</li> <li>يظهر المتعلمون فهما عميقا للواقع الذي يعيش فيه و كيف يعالج بعض المشاكل التي حوله .</li> <li>يظهر المتعلمون قيمة الشكر فهما و تطبيقا سواء كان الشكر لله أو للناس من باب الإحسان و يقدر نعمة الله في كل شيء و يحسن توظيفها في محلها</li> <li>يظهر المتعلمون خلق الرحمة فهما و تطبيقا يشمل الرحمة بجميع جوانبه و لجميع خلق الله تعالى</li> <li>يظهر المتعلمون قيمة العدل و المساواة و بالتالي يكون نمواً متوازياً مع خلق الله تعالى مهما كان مستواه .</li> <li>يظهر المتعلمون براعة التعايش مع الناس باختلاف أجناسهم و أشكالهم و دياناتهم تعايشاً يجعله منتجا في مجتمعه و مفيداً له .</li> <li>يظهر المتعلمون فهما للمشاكل التي حوله و كيف يساعد الناس و كيف يكون نافعاً لوطنه .</li> </ul>
<b>Assessment</b>	Classroom based assessments including class tests, essays and Quran recitation		

### Useful Websites:

- <http://islamhouse.com/en/>
- [http://www.tvquran.com/minshawi\\_molem.htm](http://www.tvquran.com/minshawi_molem.htm)



## ISLAMIC B

In Year 7, students will study the topics of The Unseen World, Faith and Courage, The Last Holy Book, Prophet Muhammad Calls for Peace and Prayer. Projects are inspired by the lessons through motivating chapters which will develop their ideas and abilities to think. Students will be debating and tickling the topics of the Unseen and how to use proves to support their ideas.

Students will learn about the holy Quran in details and essential Islamic History stories like the story of Prophet Moses, and Prophet Muhamad, which would function as a motivational factor and encourage learners to implement various Islamic principles and practices learnt from historical examples. And by studying the daily prayer in details in a practical way, they will refine their skills to become competent visual communicators, working independently towards a final outcome.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>- Surah al Mulk 1-5</li> <li>- The believer between patience and gratitude</li> <li>- Types of Sujood</li> <li>- Signs of the Hereafter</li> <li>- The battle of Badr</li> <li>- Tolerance</li> <li>- Idgham recitation</li> <li>- Battle of Uhud</li> </ul>	<ul style="list-style-type: none"> <li>Surat Al Mulk 2</li> <li>Surat Al Mulk 3</li> <li>Ikhfaa Haqiq</li> <li>Scientific thinking</li> <li>Voluntary fasting</li> <li>Manners of supplication</li> <li>The battle of Badr</li> <li>My environment is a trust</li> </ul>	<p>Projects are inspired by the lessons through motivating chapters which will develop their ideas and abilities to think. Students will be debating and tickling the topics of the Unseen and how to use proves to support their ideas.</p>
<b>Focus</b>	<ul style="list-style-type: none"> <li>Presenting proper and authentic knowledge of Islamic tents</li> <li>Demonstrating application of theoretical lessons in student's daily life</li> <li>Emphasis on student's internalisations of Islamic principles and ethics</li> <li>Laying out Islamic concepts in a thematic methodology</li> </ul>		
<b>Assessment</b>	Classroom based assessments including class tests, essays and Quran recitation		

### Useful Websites:

- <http://islamhouse.com/en/>
- [http://www.tvquran.com/minshawi\\_molem.htm](http://www.tvquran.com/minshawi_molem.htm)

## ARABIC A

المهارات اللغوية من خلال تفاعل الطلبة الواعي مع مضامين النصوص وأفكارها، ويكونون شركاء فاعلين في عملية يقوم منهاج الصف السابع على المهارات والمفاهيم التالية :  
التعليم والتعلم، ولا يقتصر دورهم على التلقي السلبي فقط، والمنهاج مُقسم إلى ثلاثة فصول، في كل فصل ستة أسلّم وهي:

وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين تحليل النصوص المختلفة ويُظهر القدرة ويفهمها، المقررة الطالب المواد مهارة القراءة: يقرأ العربية باللغة المكتوب بالكتاب وربطها الآراء القرآنية.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة النصوص التفسيرية والاستجابية الأدبية، النصوص السردية مراعيًا الأفكار والتنظيم، وكتابة جملاً تتضمن الحقائق العلمية.  
التركيب النعني، ضامائر الرفع المتصلة، التشبيه التام، الأساليب الإنشائية المفاهيم النحوية والبلاغة: يتعرف الطالب مفاهيم جديدة مثل (الجملة الاسمية والفعلية، المفعول المطلق، والخبرية) ويتذوق جمالياتها ويستخدمها في التعبير.

مهارة الاستماع: يستمع المتعلم إلى نص يتضمن آراء متعددة (ندوة إذاعية، حوار، مناظرة..). عن موضوع يتصل بقضية اجتماعية، وطنية، إنسانية موازناً بين آراء المتحدثين مبدئياً.  
رأيه بصراحة وبموضوعية.

مهارة التحدث: يقدم المتعلم عرضاً تقديمياً معلوماتياً بطرائق واضحة ومنطقية، موظفاً الكلمات المناسبة للموقف معتمداً على تنوع الجملة اللغوية التي تناسب الموقف والتي تشمل:  
(لغة الحجة والإقناع والبرهان، واللغة المجازية)، مظهرًا فهمًا للموضوع مستخدماً

## COURSE OVERVIEW

نواتج التّعلم	TERM 1A	TERM 1B
<p>يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطاً صحيحاً. - يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك.</p> <p>- يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكراً الدليل الذي يدعم تحليله من النص.</p> <p>- يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية.</p> <p>- يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث.</p> <p>يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك.</p> <p>يكتب نصوصاً سردية تلبّي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوّراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات.</p> <p>يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسمة - التاريخ، المرسل، المرسل إليه، التحية</p> <p>يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.</p>	<p>قصيدة "حبيبي يارسول الله" قصة "حلم وجهل" قصة "رحمة للعالمين" ندوة "العمل التطوعي في الإمارات"</p> <p>البلاغة: الأساليب الإنشائية والخبرية التشبيه التام</p> <p>الكتابة الإبداعية: - كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف).</p> <p>- كتابة رسالة ودية مراعيًا عناصر الرسالة (البسمة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)</p> <p>- كتابة رسالة ودية مراعيًا عناصر الرسالة (البسمة- التاريخ- المرسل إليه، التحية</p>	<p>الموضوعات: "مهارة القراءة" نص معلوماتي "كن أكثر وعياً بغضبك" استماع "البحارة والذّب" نص معلوماتي "مكتبة محمد بن راشد"</p> <p>اللغة والتّحو: الجملة الاسمية الجملة الفعلية المفعول المطلق تركيب العطف</p> <p>الكتابة الإبداعية: كتابة نصوص وصفية سردية الرسالة الودية النصوص التفسيرية استجابات أدبية</p>



نواتج التعلّم	TERM 2A	TERM 2B
<p>يبين المعنى الإجمالي للنص الشعري، موضّحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرة الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبيين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن بين الجمل والتراكيب. - يتعرف المفعول فيه، ويعرّبه إعراباً صحيحاً ويوظفه في كتاباته. - يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإنشائية. - يحدد الغرض من الجمل سواء أكان مباشراً أو غير مباشر. - يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك. يكتب نصوصاً سردية تلي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوّراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسملة – التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.</p>	<p><b>الموضوعات: "مهارة القراءة"</b> قصيدة "أخلاق كريمة" قصة "للقراء مجاناً" قصة "أوراق تضحك" استماع "نحن شركاء في المسؤولية" <b>البلاغة:</b> الجملة وأغراضها <b>الكتابة الإبداعية:</b> - كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف). - كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)</p>	<p><b>الموضوعات: "مهارة القراءة"</b> نص معلوماتي "المزارعة ومدبر الشركة" سيرة غريبة "فارس المعمار" <b>اللغة والنحو:</b> الجملة والتركيب المفعول فيه <b>الكتابة الإبداعية:</b> النص السردية الرسالة الودية النصوص التفسيرية استجابات أدبية</p>
نواتج التعلّم	TERM 3A	TERM 3B
<p>يبين المعنى الإجمالي للنص الشعري، موضّحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطاً صحيحاً. - يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرة الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبيين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يتعرف التركيب النعتي ويوظفه في كتاباته. - يتعرف ضمائر الرفع المتصلة. - يتعرف تركيب العطف، ويوظفه في كتاباته. يكتب نصوصاً سردية تلي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوّراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسملة – التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة</p>	<p><b>الموضوعات: "مهارة القراءة"</b> قصيدة "قيمة العلم" "لويس باستور مكتشف الجراثيم" "أصدقاء وأعداء العلم لغة العالم المشتركة" <b>البلاغة:</b> الأساليب الإنشائية والخبرية التشبيه التام <b>الكتابة الإبداعية:</b> - كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف). - كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)</p>	<p><b>الموضوعات: "مهارة القراءة"</b> "ظواهر غريبة تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" <b>اللغة والنحو:</b> التركيب النعتي ضمائر الرفع المتصلة مراجعة ومدارسة <b>الكتابة الإبداعية:</b> سردية الرسالة الودية النصوص التفسيرية استجابات أدبية</p>



## ARABIC B

(Arabic B as an Additional Language - Ministry of Education Curriculum)

Arabic B for non-native speakers' curriculum is mapped, aligned and structured around multiple educational frameworks and standards including: The Ministry of Education's Framework (UAE), the curriculum is designed to ensure students understand and respond to spoken and written language from a variety of authentic sources.

Students will develop a range of reading and comprehension skills. They will complete tasks that support them in explaining their understanding, summarizing texts, making predictions based on what they have read and exploring language that has been used within a range of different texts. The curriculum supports them to speak with increasing confidence along with fluency and spontaneity, finding ways of communicating what they want to say through discussions, conversations, asking questions, while continuing the accuracy of their pronunciation and intonation. Students will also be able to write at varying lengths. Below you will find the overview according to the years of study.

### COURSE OVERVIEW

Level	Term 1		Term 2		Term 3
	1A	1B	2A	2B	3A
Level 2	<p><b>Unit title:</b> <b>My Little Body</b></p> <p>Topics: 1. My Identity /Greetings/ 2. My body 3. My senses 4. My healthy food 5. My clothes</p> <p>Grammar: 1. Pronouns 2. Prepositions 3. Connectives 4. Question tools 5. Nouns and Verbs 6. Demonstrative pronouns</p> <p>Writing skills: 1. Designing identification cards for himself 2. To write simple sentences expressing itself 3. Linking two simple sentences with connectives tool 4. Describing his body, senses, food and clothes in simple sentences</p>	<p><b>Unit title:</b> <b>The Time</b></p> <p>Topics: 1. The clock 2. The Date 3. Days of the week 4. Months</p> <p>Grammar: 1. Adverbs (Days/months/four seasons) 2. Numbers (1-12) 3. Conjugate the verb with pronouns 4. Verbs/Connectives 5. Plural and singular 6. Prepositions</p> <p>Writing skills: 1. Design a card for the four seasons, then write their names 2. Compare the weather between two seasons by temperature 3. Design cards for the months of the year and with their names 4. Write simple sentences using time and date</p>	<p><b>Unit title:</b> <b>My Little World</b></p> <p>Topics: 1. My family and I 2. I and my friends 3. My house 4. My habits at home</p> <p>Grammar: 1. Pronouns 2. Conjugate verbs with pronoun 3. Superlatives 4. Verbs/Nouns 5. Demonstrative pronouns 6. Ordinal numbers 7. Possessive Pronouns</p> <p>Writing skills: 1. Design a Identification card that includes information about family members 2. Write descriptive text about your family using conjunctions and linking words 3. Write a sentence describing your best friend 4. Write descriptive sentences for where he lives</p>	<p><b>Unit title:</b> <b>At School</b></p> <p>Topics: 1. In the classroom 2. In the music room 3. The schoolyard 4. On the school bus</p> <p>Grammar: 1. Pronouns 2. Prepositions 3. Adverbs 4. Connective 5. Question tools 6. Past tense and present tense</p> <p>Writing skills: 1. Design cards about school rooms and write the name of the room 2. Writing simple Sentences describing his favorite class at school 3. Design a sign to preserve the school areas 4. Design his /her time table in Arabi</p>	<p><b>Unit title:</b> <b>Friends</b></p> <p>Topics: 1. Best friends 2. Agree and disagree 3. Meet and part</p> <p>Grammar: 1. Pronouns 2. Conjugate the verb with pronouns 3. Adjectives in masculine and feminine 4. Demonstrative pronouns 5. Superlatives</p> <p>Writing skills: 1. Write a message to your best friend 2. Write sentences that express what you love and what your friend likes, and whether you agree or disagree 3. Design a card for your school's best friend who has traveled to his country</p>



	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
<b>Level 4</b>	<p><b>Unit title: Exciting Activities</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Visited to the city of beauty</li> <li>2. Tour in my school</li> <li>3. Around UAE</li> <li>4. Famous races</li> <li>5. Be my guest</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Superlatives</li> <li>2. Conjunctions</li> <li>3. Adverb of time</li> <li>4. Question words (where-what-how why-when)</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a paragraph about your exciting activities using the adjectives, superlative, stating your opinion about which is best and why</li> <li>2. Complete a dialogue about a your visiting the city of beauty request that answers key questions regarding the date and place and the question of cost</li> <li>3. Design a poster that contains abstract information about tour in your school</li> </ol>	<p><b>Unit title: Global Celebrations</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Colour Festival</li> <li>2. Silence Feast</li> <li>3. Tomato's war</li> <li>4. Insects Feast</li> <li>5. Neighbours Fights Feast</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Command verbs</li> <li>2. Using because to Give reasons for opinions</li> <li>3. Adjectives</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write descriptive text about a Global celebrations Using adjectives and expressions of opinion</li> <li>2. Write descriptive text about a Global celebrations Using ordinal numbers</li> <li>3. Complete a dialogue your favourite Global celebrations</li> <li>4. To compare the main difference between different Global celebrations</li> </ol>	<p><b>Unit title: Places and Directions</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. In the city</li> <li>2. In the hotel</li> <li>3. In the airport</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Past tense</li> <li>2. Future tense</li> <li>3. Negative</li> <li>4. In my point of you</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write descriptive text about your favourite place and give your opinion on why you chose it</li> <li>2. Design a letter inviting a friend to visit your country indicating the reason for the selection in advance</li> <li>3. Include details about the date and place in your message</li> <li>4. A letter of apology for refusing a date or invitation</li> <li>5. Design an advertisement for your favourite hotel</li> </ol>	<p><b>Unit title: International Kitchen</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. The international Kitchen</li> <li>2. Cooking competition</li> <li>3. Healthy Habits</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Exclamation!</li> <li>2. Past tense</li> <li>3. Wishful thinking</li> <li>4. Noun signs</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write descriptive Text about Your favourite food</li> <li>2. Create an invitation card to your favourite restaurant with details of time, date and day</li> <li>3. Reject or accept an invitation stating the reason why</li> <li>4. Write the steps to cook your favourite meal in a competition using the ordinal number</li> <li>5. Design a card to compare between the healthy and unhealthy food</li> </ol>	<p><b>Unit Title: What Makes Me Happy</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. My Pet</li> <li>2. My Best Friend</li> <li>3. Giving</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. The Possessive Subject Pronoun (you)</li> <li>2. The possessive Adjective (your) كاف المخاطبة</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write descriptive text when you help your friend</li> <li>2. Create a thanks card to your best friend</li> <li>3. Write a paragraph to describe your pet and share your feeling when you play with your pet</li> </ol>



	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
Level 6	<p><b>Unit title: Money and Business</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. My needs and desires</li> <li>2. Labour market</li> <li>3. Various currencies</li> <li>4. Trade recently and in old</li> <li>5. E-Commerce</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Feminine and masculine</li> <li>2. Sentences using because plus adjectives</li> <li>3. Future tense</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Formulate a dialogue with the professional of your choice, explaining your appreciation to them</li> <li>2. A comparison between two professions giving the details of their jobs and which one you prefer with the reason</li> <li>3. Write an imaginative text about careers fifty years into the future</li> <li>4. Write a letter of appreciation to an important professional giving you opinion</li> </ol>	<p><b>Unit title: Buy and Sell</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Shopping list</li> <li>2. Cash or card?</li> <li>3. Markets</li> <li>4. The global village</li> <li>5. In the toy store</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Past tense</li> <li>2. The five verbs write them بشربون</li> <li>3. Increase the أ after واو الجماعة</li> <li>4. Superlative</li> <li>5. Question Tools</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. To write a report about the advantages and disadvantages of electronic purchase using adjectives and expressions of opinion with superlatives</li> <li>2. Write an essay, after collecting information, to explain your favourite sections in the mall give reasons (using a graph)</li> <li>3. Write a comparison between two different popular markets explaining the similarities and differences</li> </ol>	<p><b>Unit title: Tourism</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Resident or tourist</li> <li>2. Tourist destinations</li> <li>3. Space tourism</li> </ol> <p>Grammar:</p> <p>الميزان الصرفي بشكل مبسط.</p> <ol style="list-style-type: none"> <li>1. الجملة الخبرية والجملة الإنشائية.</li> <li>2. The ordinal numbers</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a newspaper Article about a sporting, artistic or other event related to a hobby using adjectives and times</li> <li>2. Write a letter to a friend about a tourist place at UAE using adjectives and complex opinions</li> <li>3. Write a comparison between two local and international tourist places</li> <li>4. Write an imaginary text about your favourite tourist destinations</li> <li>5. Write a text imagining a trip to Space explain (with whom – what you will do- what you will see –how you will feel)</li> </ol>	<p><b>Unit title: Health and Safety</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Food</li> <li>2. Sports</li> <li>3. Psychological health</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Negative</li> <li>2. Command verbs</li> <li>3. Use كل -جميع - بعض (مُعظَم)</li> <li>4. Use (كُل - دائماً - يوم-مرة في الأسبوع - مرة في الشهر</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a report On your habits regarding your health following a sequence</li> <li>2. Formulate a dialogue with a person who has a healthy lifestyle in which you highlight your lifestyle and ask for advice</li> <li>3. Write a text about the different aspects of how a person takes care of yourself</li> </ol>	<p><b>Unit title: History and Future</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Nobel prize</li> <li>2. Sports between past and present</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Simple past tense</li> <li>2. Future tense</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a biography about for the Nobel Prize winners</li> <li>2. Write a research about the Nobel Prize</li> <li>3. Write a report for a famous sports person</li> <li>4. Write a comparison of past and present sports using comparison tools and adjectives</li> </ol>



	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
Level 7	<p><b>How did I spend my holiday</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Work</li> <li>2. Helping My Mother</li> <li>3. Small projects</li> <li>4. Volunteering work</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Present, past, future tenses</li> <li>2. Singular, dual, plural</li> <li>3. Using of conditional tools</li> <li>4. Adverb of place &amp; time</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Writing descriptive text using the adjectives and tenses, about the importance of holidays</li> <li>2. Writing paragraph about my love and appreciation for my mom giving example and respecting the paragraph order and main and sub ideas</li> <li>3. To write a paragraph about a project I want to do</li> <li>4. To write a paragraph about the importance of working</li> </ol>	<p><b>My mobile phone</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. I love my phone</li> <li>2. Not only a phone</li> <li>3. Future of the phone</li> <li>4. Phone or computer</li> <li>5. A day without a phone</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. استخدام أسلوب التفضيل</li> <li>2. Questions tools</li> <li>3. Adverb of place &amp; time</li> <li>4. Structure of verbal sentence</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Writing a paragraph about my relation with my mobile phone if I have one, or if I don't own one I give the reason</li> <li>2. Writing a text from paragraphs imagining a new phone generation, how it will look like</li> <li>3. Write a short paragraph about the mobile application development</li> <li>4. Write a short story about two parents who were trying to keep their kid away from the iPad during his free time</li> </ol>	<p><b>Unit title: Junior Interest</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Camping</li> <li>2. Cozy house</li> <li>3. A room in a Warm house</li> <li>4. Alternating Roles</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. التفضيل</li> <li>2. Questions tools</li> <li>3. Adverb of place &amp; time</li> <li>4. Structure of Verbal sentence</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Writing a text from 3 paragraphs about your personal experience in camping</li> <li>2. In a form of a letter Provide writing summary after listening to a recording dialogue or paragraph</li> <li>3. Compare between two idea, two different room or objects</li> <li>4. Write a letter, respecting the letter Format</li> <li>5. Write a diary</li> </ol>	<p><b>Discovery or Invention</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Discovery or invention?</li> <li>2. Past and modern</li> <li>3. Young inventor</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Tenses</li> <li>2. Singular, dual, plural</li> <li>3. Using of conditional tools</li> <li>4. Adverb of place &amp; time</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Writing an article about one of the exposition you visited for national or international invention</li> <li>2. Write about the evolution of technology</li> <li>3. Do a mind map about all the information you learned</li> <li>4. Write about an inventor that you like and appreciate what he invented</li> </ol>	<p><b>Emotions</b></p> <p>Topics</p> <ol style="list-style-type: none"> <li>1. Happiness</li> <li>2. Disturbance</li> <li>3. Optimism</li> <li>4. Hunger</li> <li>5. Anger</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Exclamation style</li> <li>2. Pronouns</li> <li>3. Connection</li> <li>4. Present, past, future tenses</li> <li>5. Negative</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Rewrite a biography of someone</li> <li>2. Writing a text about how we can make people around us happy</li> <li>3. Write a paragraph about what I feel about myself if I am an optimistic person or pessimistic and why?</li> <li>4. Write a recipe about a plate or a dish you like</li> <li>5. Write a text, how parents react toward their kid's behavior and how they deal with their anger</li> </ol>



## HISTORY

By asking the question 'What is History?' students in Year 7 will be introduced to the concepts essential for the study of the subject: chronology; causation and consequence; change and continuity; significance and interpretation. They will also learn the vital source analysis skills used by historians. The second topic in Year 7 will develop their knowledge and understanding of the Norman conquest of England and the impact on society. The second term will investigate the reigns of selected medieval kings to look at the problems they experienced in matters of Church and State. The final term will focus on medieval society and draw comparisons with our own lives today. In particular there will be a focus on medicine and attitudes to crime.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>What is History?</b></p> <p>This unit introduces historical key concepts such as chronology, causation, consequence and significance. It also introduces source analysis skills and evaluation of interpretations.</p> <p><b>Britain 1066-1500 – How did the Normans conquer England?</b></p> <p>This unit investigates the Norman Conquest and the impact on England.</p> <p>Why did England have three kings in 1066? Why did William win the Battle of Hastings? How did the Normans change England once in power?</p>	<p><b>Britain 1066 – 1500 – How did medieval kings keep control?</b></p> <p>This unit looks at the problems of kingship in the medieval period. With a focus on King Henry II and Thomas Becket; King John and his troubles with the Barons, and the Peasants' Revolt in the reign of Richard II.</p>	<p><b>Britain 1066-1500 – How healthy and happy were people in medieval times??</b></p> <p>This unit investigates whether people in medieval England were happier and healthier than today.</p> <p>There is a focus on medieval medicine with a depth study on the Black Death; a comparison of life in the villages of medieval England and the towns; a focus on crime and punishment – how did medieval governments treat criminal behavior?</p>
<b>Assessment</b>	A baseline assessment and a causation task on the Battle of Hastings.	A source-based investigation on King John's reputation.	An assessment on the Black Death.

#### Useful Websites:

- <http://www.tudorbritain.org/>
- <http://www.historylearningsite.co.uk/>
- <http://getrevising.co.uk/>
- <https://www.bbc.co.uk/bitesize/subjects/zk26n39>





## GEOGRAPHY

In Year 7, students will study an array of topics within Physical, Human and Environmental Geography. A wide range of skills will be applied in delivering the curriculum and different pedagogical styles will be applied to allow all students to access the curriculum. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<b>Topic: What is Geography?</b> <ul style="list-style-type: none"> <li>- Intro to Geography</li> <li>- The British Isles</li> <li>- Physical &amp; Human Features</li> <li>- Longitude &amp; Latitude</li> <li>- Creating a Map</li> <li>- Map Symbols</li> <li>- Grid references</li> <li>- Types of Geography</li> <li>- Environmental Quality</li> <li>- Choropleth Map</li> </ul>	<b>Topic: Fantastic Places</b> <ul style="list-style-type: none"> <li>- Intro to Fantastic Places</li> <li>- The Amazon Rainforest</li> <li>- The Great Barrier Reef</li> <li>- Amazon Tribes</li> <li>- Machu Picchu</li> <li>- Death Valley</li> </ul>	<b>Topic: Sustainability</b> <ul style="list-style-type: none"> <li>- Exploring the different aspects of sustainability</li> <li>- Earths natural resources</li> <li>- Water supply</li> <li>- Waste</li> <li>- Managing earths resources</li> <li>- Urbanization</li> <li>- Sustainable cities</li> </ul>
<b>Assessment</b>	Map skills, longitude & latitude	Fantastic Place Enquiry	Designing and presenting a sustainable city

### Useful Websites:

- <http://www.ordnancesurvey.co.uk>
- <http://www.geograph.org.uk>
- <http://www.geographyalltheway.com>

## MODERN FOREIGN LANGUAGES (MFL) – FRENCH and SPANISH

For September 2021, students starting with us in Year 7 can choose which language to study throughout Key Stage 3. They will be assigned to either a French or Spanish class accordingly. We follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop the language learning skills of listening, speaking, reading and writing by studying a broad range of topics. This varied approach will also encourage students to independently evaluate their performance in the various course elements, and it will regularly give them time to work on their identified areas for improvement allowing for personalised learning and feedback.

We strive for all students to analyse, to take risks, and to question language. It is these teaching methods which help to infuse resilience and understanding within our students. In line with the school's vision, it is our belief that these attributes enhance students' opportunities to travel, work, and to become the international leaders of tomorrow. All our lessons are taught mainly in the target language and our students are encouraged from the start to reply in the target language.

### COURSE OVERVIEW – FRENCH (*subject to change depending on work covered*)

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>- Likes and dislikes</li> <li>- Using 'avoir' (to have)</li> <li>- Describing yourself</li> <li>- Talking about others</li> <li>- Describing a musician</li> <li>- Introducing yourself</li> <li>- School subjects</li> <li>- Giving opinions</li> <li>- Telling the time</li> <li>- Talking about food</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about electronic devices</li> <li>- Talking about sports you play</li> <li>- Expressing what activities you like doing</li> <li>- Describing where you live</li> <li>- Giving directions</li> <li>- Saying what you can do in a town</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about holidays and plans</li> <li>- Talking about getting ready to go out</li> <li>- Buying drinks and snacks</li> <li>- Saying what you would like to do</li> <li>- Describing a painting</li> <li>- Talking about animals</li> <li>- Writing a poem</li> </ul>
<b>Assessment</b>	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar

### COURSE OVERVIEW – SPANISH (*subject to change depending on work covered*)

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>- Introducing yourself</li> <li>- Talking about personalities</li> <li>- Talking about birthdays</li> <li>- Using numbers and the alphabet</li> <li>- Discussing pets</li> <li>- Saying what you like to do</li> <li>- The weather</li> <li>- What sports you like</li> </ul>	<ul style="list-style-type: none"> <li>- School subjects</li> <li>- Giving opinions</li> <li>- Describing your school</li> <li>- Describing your family</li> <li>- Describing your appearance</li> <li>- Talking about where you live</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about holidays and plans</li> <li>- Talking about getting ready to go out</li> <li>- Buying drinks and snacks</li> <li>- Saying what you would like to do</li> <li>- Describing a painting</li> <li>- Talking about animals</li> <li>- Writing a poem</li> </ul>
<b>Assessment</b>	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar

#### Useful Websites:

- [www.linguascope.com](http://www.linguascope.com) (logon and password available from the MFL department)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) (individual student logons)
- [www.quizlet.com](http://www.quizlet.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) (Useful for grammar practice)
- [www.wordreference.com](http://www.wordreference.com) (Online dictionary)
- <https://en.pons.com/translate> (Personalised online dictionary)





## ICT AND COMPUTING

In Year 7, students will learn different aspects of both Computer Science and ICT. Students develop skills that will help them in a multitude of subjects. This year will allow the students to develop a good foundation for the skills that they will need in the coming years. The students will be equipped to be safe and active members of the digital world. Students will develop skills in logical thinking, problem solving, digital literacy and project planning.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>- iMovie</li> <li>- Pixilart</li> </ul>	<ul style="list-style-type: none"> <li>- E- Safety in line with Internet Safety Day</li> <li>- Drones - TBC</li> </ul>	<ul style="list-style-type: none"> <li>- Microbit</li> <li>- Programming modules using visual aspects to create patterns and geometric shapes</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>- 2D animation</li> <li>- 2D Sprite creation</li> <li>- Planning</li> <li>- Colour theory</li> <li>- Character Design</li> <li>- Evaluating</li> <li>- Video Design</li> <li>- Storyboarding</li> </ul>	<ul style="list-style-type: none"> <li>- Planning</li> <li>- Evaluating</li> <li>- Poster Creation</li> <li>- Creating Leaflets</li> <li>- Creating presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Programming</li> <li>- Maths</li> <li>- Sequencing</li> <li>- Loops</li> <li>- If Statements</li> <li>- Debugging</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Practical assessment</li> <li>- Demonstrating skills</li> <li>- Home learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Written/Digital Assessment</li> <li>- Home learning tasks</li> <li>- Practical assessments</li> <li>- Demonstrating skills</li> </ul>	<ul style="list-style-type: none"> <li>- Scratch MCQ</li> <li>- Assessment questions from earlier units interleaved into assessments</li> <li>- Home learning tasks</li> </ul>

### Useful Websites:

- <https://www.thinkuknow.co.uk/>
- <https://www.childnet.com/>
- <https://www.bullying.co.uk/>
- [https://teach-ict.com/2016/ks3/ks3\\_home.html](https://teach-ict.com/2016/ks3/ks3_home.html)
- <https://www.pixilart.com/>
- <https://makecode.microbit.org/>



## ART AND DESIGN

**Our main aims at Metropole in the Art Department for Prep school students are:**

- To be able to creatively express ideas and experiences
- To be able to analyse and select appropriately the work of different artists and from different cultures and make connections to their own work.
- To be able to experiment with a range of media, techniques and processes relevant to intentions
- To be able to organise and develop ideas relevant to given theme and own intentions
- To be able to produce skillful final outcomes

### Implementation

Key Stage 3 Art starts with teaching the formal elements of Art. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. These elements are developed and built upon so that the skills and applications that students acquire become more complex and accomplished over the course of Key Stage 3. Across Key Stage 3, lessons are intended to develop students in a number of ways so they make a smooth transition to Key Stage 4 (GCSE) should they opt to study the subject. The curriculum allows for key skills, knowledge and techniques to be revisited over the three years in a variety of ways, to build upon what has been learnt and to ensure this is embedded as far as possible for all learners.

The emphasis on students' experience of Art through Year 7 is to gain knowledge, understanding, skills and techniques inspired by the work of artists and cultures. Through project work, students are given a wide experience of making art in a variety of media that include pencil, pencil colours, watercolors, felts, oil pastels, acrylics and others.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p><b>VANS Project:</b> Year 7 Art starts by teaching and learning the foundation drawing skills. Students will look at the theme of VANS in term one, and be encouraged to create work based on simple shaped objects utilising the elements line, tone, proportion, scale and composition. Colour theory is then introduced and students learn how to mix paint/colours inspired by the colour wheel. Students will gain a greater understating of key terms and have evidence of various techniques as they use mix media.</p>	<p><b>Portraits:</b> This unit builds on students' realistic drawing skills but introduces concept of Abstraction inspired by the Pablo Picasso and Giuseppe Arcimboldo. Students are able to achieve an accurate likeness of a Self Portrait by using the grid method and they explore other drawing/rendering techniques modelled in the work of famous Artists' Portraiture. Drawing skills and techniques are explored using different materials. Painting skills are developed along with elements of colour theory.</p>	<p><b>Landscapes:</b> Students will look at the theme of landscapes and be encouraged to blend and mix oil pastels, pencil colours and watercolors to create tone and texture. Composition and planning are a key learning point in this project. Linking to the artist's studied supports students understanding of depth, tone and colour.</p>
Assessment	<p>Student books will be marked at the end of every project. Students should expect to use a range of peer and self-assessment in their work.</p>	<p>Student books will be marked at the end of every project. Students should expect to use a range of peer and self-assessment in their work.</p>	<p>Student books will be marked at the end of every project. Students should expect to use a range of peer and self-assessment in their work.</p>

### Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm>
- <https://www.artsy.net>
- <https://www.studentartguide.com>
- <https://www.pinterest.com>



## MUSIC

In Year 7, students will begin to develop their musical skills. In Music we class our three key skills as: Performance, Composition and Listening & Appraising.

Our focus in Year 7 is to make students confident young musicians in the Music classroom. To do this we plan our units around our three key skills, through collaboration and practical music making activities.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Building Blocks</b> In this first topic of Year 7 students will be introduced to the 'Elements of Music'</p> <p><b>Journey into Space</b> In our second topic students will use their knowledge of the 'Elements of Music' in a composition project based on the theme of space.</p> <p>Throughout Term 1 students will be learning to sing a range of songs as a class ensemble.</p>	<p><b>Performance Skills – Ukulele</b></p> <p>In our third topic students will be introduced to the Ukulele. They will learn to play this in a full class setting, developing their confidence with performance.</p> <p><b>World Music – Chinese Music</b></p> <p>In our fourth topic, students will be introduced to Music from another culture, with a focus on 'Chinese Music'. Students will continue to develop their composition skills from Term 1.</p> <p>Throughout Term 2 students will continue to sing a range of songs as a class ensemble.</p>	<p><b>Performance Skills – Keyboard / Piano</b></p> <p>In our fifth topic of the Year we focus on developing keyboard/piano skills as a class. Students will learn to develop their keyboard skills through a range of performance and composition activities within lesson.</p> <p><b>Composition using Music Technology – Night &amp; Day</b></p> <p>In our sixth and final topic of Year 7 students will be introduced to formally composing their own music using Garageband. They will continue to develop their compositional skills developed in Term 1 and 2.</p>
<b>Assessment</b>	<p>Assessment takes place throughout the year. Topic assessments take place at the end of each topic to assess students understanding of key concepts and skills. Assessment tasks focus on the three areas of musical skill development: Performance, Composition and Listening &amp; Appraising.</p>		

### Useful Websites:

- [Edu.bandlab.com](http://Edu.bandlab.com)
- <https://musiclab.chromeexperiments.com/Song-Maker/>
- <https://musiclab.chromeexperiments.com/Rhythm/>
- <https://musiclab.chromeexperiments.com/Chords/>
- <http://www.musictheory.net/>
- <http://www.classicsforkids.com/>
- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>





## DRAMA

In Drama, students will develop a range of skills and will learn how to perform confidently, communicate with others effectively, and develop life-long social skills such as collaboration and debate. Through role-play and improvisation, they will explore their own beliefs and opinions whilst developing understanding and empathy towards others. Pupils will also learn to enjoy Drama and Theatre as an art form, through script reading, exploring genres of performance and the appreciation of the work of others. Whilst the focus is on performance, there will also be opportunities for students to develop their written work, particularly reflection, analysis and evaluation.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p><b>Module 1</b> Introduction to drama – this module explores the roles within the film industry</p> <p><b>Module 2</b> Introduction to improvisation – developing students' ability to respond spontaneously to establish plot, character and dialogue in a given scene</p>	<p><b>Module 3</b> Storytelling– students will develop skills as performers by studying mime, masks, character changes and narration</p> <p><b>Module 4</b> Characterization - strengthening the use of voice, movement, role on the wall and hot-seating with focus on the topic</p>	<p><b>Module 5</b> Devising from a Script – students will use the skills developed to work through a topic script</p> <p><b>Module 6</b> Production prep – students will create audition pieces and take part in workshops based on the chosen school production for 2021-2022</p>
Assessment	<p>The assessments will comprise of both a performance task and a written task, in line with the combined elements of practical work and theoretical understanding that make up Drama. Students will have the opportunity to demonstrate both their skills development through a piece of live theatre using either devised or scripted work, and their knowledge and understanding of the genres they have learned through a written response.</p>		

### Useful Websites:

- [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)
- <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- <https://www.kidactivities.net/drama-games-and-activities>
- <http://www.sfskids.org/>



## ADDITIONAL CURRICULUM INFORMATION

### MASTERCLASSES

As a school we value the importance of students engaging in enjoyable activities of choice. Part of this is to encourage a healthy active lifestyle and have in place comprehensive masterclasses and squads led by teachers, PE staff and outside sports agency providers. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our provision if they wish

We design our activities to spark student imagination. We inspire them to try something new and to learn about leadership and teamwork. The talents and interests we cultivate now will nourish them in the future.

Students have the opportunity to engage in activities of their choice during masterclass. They may also be invited to intervention sessions during this time to support their academics.

### SKILLS IN SCHOOL

Students that do not study Islamic Studies will follow a 'Skills in School' programme at the same time our Muslim students attend their Islamic Studies lessons. This creative curriculum focuses on allowing students to consolidate their learning as well as providing opportunities that encourage them to engage in more cross-curricular and project-based learning and gain further accreditations.

In these lessons, students will be working on a combination of different activities that support learning across their subjects:

- 1. Self-directed study time** - students will have the opportunity to consolidate their learning, complete extra work on topics they find more challenging and to focus on organising their homework. This will be monitored by the teacher in the class (Years 10 and 11 only).
- 2. Project based cross-curricular work** - students will be involved in projects that encourage creativity, innovation and collaboration in the classroom. Many of these projects will be linked to EXPO 2021.
- 3. External accreditations** - students will be able to access external accreditations, such as Highfield qualifications. These qualifications cover a broad range of areas of interest to the students. *Please note that these courses are not mandatory and will come at an additional cost to parents/guardians should students wish to take them.*

All resources and information covered during the 'Skills in School' programme will be uploaded to Phoenix Classroom in order for our students who attend Islamic Studies to access in their own time, if they wish.

### ACTIVE LEADERS

The Active Leaders course for our Year 7 students is delivered by PE teachers and focuses on personal development and confidence building through fun activities and events. It is a course developed with and for young people with an opportunity for students to gain practical experience and to receive a certificate. In Term 1, students participate in a range of team-building activities, which include communication, physical challenge, and problem-solving tasks. They also take part in real-world studies, where students explore the context of different countries. Term 2 focuses on students gaining the Young Leaders Award, which enables them to build leadership and character skills, grow confidence, develop resilience, and feel empowered to serve their communities. If students complete the full programme, they are able to gain an accreditation. Term 3 provides students with the opportunity to take part in orienteering. Students will learn the skill of orientating a map, maintaining a steady pace, and planning efficient routes.



## MORAL EDUCATION

Moral Education at Metropole is delivered by lead teachers, once a week. This provides an opportunity to provide quality pastoral time for students and to develop excellent working relationships between the lead teacher and the students in the lead class.

The ultimate outcome of Moral Education is to create a generation of citizens who:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy
- Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility
- Encourage and enable students to become engaged members of their community
- Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world

## UAE SOCIAL STUDIES

At Metropole, UAE Social Studies is integrated across the curriculum and led by the humanities department. In the Prep school, students will have a deeper understanding of social, political, and economic systems. They will develop an understanding of events, trends, personalities and movements in local, national and world history and geography. They will also grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.

The curriculum is designed to promote cohesion, enrichment and cultures of the UAE society:

- Emphasise diversity in its social and cultural components
- Deliver international content
- Use spiral learning to enable deep and rich understanding
- Challenge and inspire students
- Prepare students for 4<sup>th</sup> industrial revolution workplace
- Utilize content and expertise of strategic partners
- Reinforce UAE vision Key concepts for Sustainable development



## MARKING AND FEEDBACK

Work will be assessed in a number of ways, which may include peer assessment, where the students are encouraged to mark one another's work according to a given criteria and reflect on how their work can be improved. There will also be online activities, which are marked electronically, and work that is marked regularly by the teacher where feedback about how to improve will be included, especially with more substantial pieces of work. In addition to this, formative assessment will take place where teachers give advice on how work can be improved.

What to expect:

- Baseline assessment to assess current level
- Assessed task at least once every half term to track progress
- Receive feedback from teacher in pink pen on assessments and selected pieces of work OR via Phoenix Classroom for remote learning
- Receive feedback from peers in purple pen on selected class work OR verbally during remote learning
- Students are expected to respond to feedback and attempt to make improvements in green pen OR using Phoenix Classroom
- Symbols used for Spelling, Punctuation and Grammar (SPaG):

<b>SP</b>	Spelling	<b>T</b>	Tense is incorrect	<b>^</b>	Missing Word
<b>//</b>	Paragraph	<b>WW</b>	Wrong Word	<b>P</b>	Punctuation
<b>the</b>	Needs a capital letter	<b>The</b>	Needs a lower case letter	<b>NAS</b>	Not A Sentence


As mentioned above, written feedback is provided by teachers in pink pen and peers in purple pen. Feedback can also be given verbally or recorded verbally using different resources. It is important that students respond to feedback in whichever format is most appropriate, and if written it is in green pen. It must be clear to see in student work that feedback has been taken on board and progress made as a result of feedback. Progress is evident not only through the flightpath sticker on books, but also via student product and dialogue, which should regularly consist of students knowing exactly where they are on their learning journey, where they should be next and the steps needed to reach that goal.







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