

THE ACTIVE SCHOOL



CURRICULUM HANDBOOK

Year 7

2024 - 2025

ESTABLISHING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY



EDUCATION



INTRODUCTION

Dear Parents and Students,

Assalamu alaikum and Welcome.

At Metropole School, we believe in fostering a nurturing and inclusive learning environment that enables our students to grow academically, socially, emotionally, and athletically.

We provide a world class education from Foundation Stage 1 (age 3) to Year 13 (age 18), offering a variety of GCSE, A-Level and BTEC qualifications. Our hybrid model includes a blend of UK National curriculum and Ministry of Education subjects such as Arabic, Islamic Studies, Social Studies, and Moral Education, helping students receive a globally recognized offering whilst maintaining a commitment to local heritage, language, and values.



This booklet provides a broad overview of your child's learning journey at Metropole School this academic year. It is an important tool for developing and maintaining our partnership with you. The more informed you are about your child's progress and learning, the better you can support and enhance their development.

Active School: Years 7-9 (Aged 11-14)

The Active School, also known as Prep School, is the third phase of education in our students' Metropole Journey, covering Years 7-9. In the Active School, we cultivate well-rounded students who excel academically, athletically, creatively, and as active members of their community. Our comprehensive curriculum is designed to foster Active Minds, Active Bodies, and Active Citizens.

Our educational approach is practical, student-led, and enquiry-based, encouraging challenge and critical thinking. We pride ourselves on achieving High Performance Learning (HPL) World Class Status, reflecting our commitment to excellence. Our "Every Second Counts" ethos ensures that learning is maximized and meaningful. The Learning to Lead program focuses on developing essential skills, empowering students to take initiative and lead with confidence. Through Student Led Conferences, learners take ownership of their progress and set goals for their future development.



INTRODUCTION *continued*

Students study UK National Curriculum subjects, including English, Maths, Science, ICT/Computer Science, Art, Drama, Music, Dance, History, Geography, Modern Foreign Languages, MSC (Moral, Social and Cultural) and Physical Education. Additionally, they learn Arabic and Islamic Studies (for our Muslim students). For Non-Muslim students we deliver Learning to Lead, which is a skills-based lesson. Our enrichment programs offer opportunities for students to develop their interests and abilities.

We are committed to growing leaders at Metropole School. Our curriculum provides ample opportunities for students to develop leadership skills and gain related accreditations. Throughout the Active and Futures schools, students are encouraged to establish their leadership and embrace leadership opportunities.

I look forward to a year filled with exciting learning opportunities, memorable experiences, and remarkable achievements. Together, let us make this academic year at Metropole School truly exceptional.

Yours sincerely,

Mr. Sean Dennis
Head of Prep School



SECONDARY LEADERSHIP TEAM



Mr. Sean Dennis
Head of Prep



Mr. Neil Pouney
Head of Senior



Ms. Sinead McElhone
Deputy Headteacher



Ms. Kelly Lohe
Deputy Headteacher



Mr. Greig Barnes
Assistant Headteacher



Mr. Simon Humphreys
Assistant Headteacher



Mr. Martin Boother
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 7

Dear Year 7 Students / Parents,

Welcome back to the new Academic Year.

It is a delight to welcome your children to Year 7 as they begin their journey into secondary education. As the new Head of Year, I am excited to be part of this pivotal transition.

I am originally from France and lived in Wales for 17 years, where I post-graduated as a Modern Foreign Languages (MFL) teacher. My passion for language and also science, particularly biology, has always been a significant part of my life, but my dedication to pastoral development has been equally strong. This passion led me to serve as Head of Year for 8 years, a role I truly loved.

The transition to Year 7, and to secondary school, is always a challenging yet exciting time. Our students are moving from a nurturing environment to one that encourages greater independence. They will encounter many challenges along the way, be they emotional, academic, or otherwise. Their world will shift from the familiarity of a single classroom to a whole new school, where they will need to navigate and find their own way, not without the help of our older students and lovely staff. However, I am confident they will settle quickly and embrace their new journey, developing the skills they have learned and growing into remarkable secondary school students.

I look forward to working closely with both students and parents. Together, we will establish a strong and reliable partnership, ensuring a bright and successful future for our new secondary students.

Best regards,

Ms. Vanessa White

Head of Year 7





STUDENT LEADERSHIP

Student Leadership is visible in all aspects of Metropole life. It is embedded within our curriculum and there are many opportunities to develop personal leadership skills within various leadership roles and our broad skills programme.

At GEMS Metropole School, we provide all students with the opportunity to *Discover Leadership*. We believe that student leadership develops confidence, resilience and responsibility. Through a wide-ranging leadership programmes, our students are becoming creative thinkers, problem solvers and more effective communicators, which is an integral part of lifelong learning.

We have student leaders across all phases of the school, representing key areas such as;

Wellbeing

Eco

Global Cultural Leaders

Curriculum

Innovation

Girls Up Committee

Incorporating Student Voice

Student leadership without student voice is not effective. Student voice is important in student leadership programme in two ways.

Firstly, those students holding positions of leadership should be able to speak openly to key members of staff in the school in order to discuss ideas and strategies they would like to initiate.

Secondly, student leadership programmes should include a student voice structure that reaches all students in the student body. In this way student leaders represent the student body as well as carry out key roles in the school. This in turn provides the student leaders with credibility and students with representation.



Mr. Simon Humphreys
Student Leadership Strategic Lead



STUDENT WELLBEING

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach.



Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4-schools model we have here at GEMS Metropole.



Students from Year 3 to Year 13 benefit from the innovative YouHQ digital wellbeing platform. This platform teaches essential life skills, empowering students to make positive impacts on their physical and mental wellbeing.



Ms. Ashleigh Mackissack
Student Wellbeing Agency &
Experiences Coordinator



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 will be shared on GEMS Connect.

Subject	Head of Department
English	Sarah Halforty
Maths	Emma Flanagan
Science	Stuart Wilson
Physical Education	Gary Saunt
Islamic Studies (Muslim students)	Nofa Alqra
Arabic A	Nofa Alqra
Arabic B	Rima Wehbi
Humanities (History, Geography)	Sarah Burns
Modern Foreign Languages	Charlotte Curtis
ICT & Computing	Sharna Lynn Yarde
Art	Helen O'Donovan
Performing Arts (Drama, Music, Dance)	Helen Kermath
Learning to Lead (Non-Muslim students)	Sinead McElhone
Moral, Social, and Cultural Studies (MSC)	Sarah Burns
Extra-curricular Activities	Simon Humphreys (Prep) Joseph Gannon (Seniors)

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

Heads of Year & Assistant Heads of Year			
The Prep School			
Head of Year 7	Vanessa White	Assistant Head of Year 7	Laura McKechnie
Head of Year 8	Olivia Parr	Assistant Head of Year 8	Jack Austin
Head of Year 9	Serena Walker	Assistant Head of Year 9	TBC
The Senior School			
Head of Year 10	Samuel Heald	Assistant Head of Year 10	Gavin Warke
Head of Year 11	Lorraine De Souza	Assistant Head of Year 11	Ruhksana Saleem
Head of Year 12 & 13	Sarah Winn & Chris Waldron		



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	3	180
Physical Education & Active Leaders	3	180
Islamic Studies (Muslim students)/ Learning to Lead (Non-Muslim students)	2	100
Arabic	3	200
Geography	1	60
History	1	60
Modern Foreign Languages: French/Spanish	2	120
ICT & Computing	1	60
Art	1	60
Performing Arts (Drama, Music, Dance) - rotation	2	120
Moral, Social & Cultural Studies (MSC)	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 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. One lesson a week will have a dedicated reading focus.

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.

How will students reading and writing skills be assessed?

A matrix of assessment is utilised in the subject to allow students to view their progress across the year. The assessment objectives and grades have been mapped out inline with Pearson Edexcel English Language GCSE to allow for a smooth transition into KS4.

Reading:

AO1 – read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.

AO2 – understand and analyse how writers use linguistic and structural devices to achieve their effects.

AO3 – explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

Writing:

AO4 – communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.

AO5 – write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Useful Websites:

- <https://senecalearning.com/en-GB/>



MATHEMATICS

In Year 7, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year 7 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. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem-solving skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> Sequences Directed numbers Understand and use Algebraic notation Equality and equivalence Place value and ordering integers and decimals Geometric reasoning 	<ul style="list-style-type: none"> Fraction, decimal and Percentage equivalence Fractions and percentages of amounts Solving problems with addition and subtraction Solving problems with multiplication and division Sets and probability Addition and subtraction of fractions 	<ul style="list-style-type: none"> Addition and subtraction of fractions Constructing, measuring and using geometric notation Prime numbers and proof
Assessment	Written assessment at the end of term 1 covering all topics from term 1	Written assessment at the end of term 2 covering all topics studied from term 1 and 2	Written assessment at the end of term 2 covering all topics studied from term 1, 2 and 3.

Useful Websites:

- <https://www.mathsgenie.co.uk>
- <https://www.drfrostmaths.com/>
- <https://www.bbc.com/education/subjects/zqhs34j>
- www.corbettmaths.com



SCIENCE

Welcome to Year 7 Science! This course marks the beginning of your secondary science education, where you will explore a range of fascinating topics across biology, chemistry, and physics. Our goal is to ignite your curiosity and develop your scientific skills, setting a strong foundation for your journey towards AQA GCSE Science.

COURSE OVERVIEW

	Term 1: Biology	Term 2: Chemistry	Term 3: Physics
Content	<ul style="list-style-type: none"> ➤ Unit 1: Introduction to Cells <ul style="list-style-type: none"> • Key Concepts: Basic cell structure, differences between plant and animal cells, and cell functions. • Activities: Using microscopes to observe cells, creating cell models, and learning about specialized cells. ➤ Unit 2: Living Systems <ul style="list-style-type: none"> • Key Concepts: Organization of living organisms, the structure and function of body systems such as the digestive and respiratory systems. • Activities: Exploring body systems through models and diagrams, conducting simple experiments related to digestion and respiration. 	<ul style="list-style-type: none"> ➤ Unit 3: Particles and Their Behavior <ul style="list-style-type: none"> • Key Concepts: States of matter, changes of state, and the particle model. • Activities: Demonstrating changes of state, exploring the properties of solids, liquids, and gases, and conducting experiments to understand diffusion and particle movement. ➤ Unit 4: Elements, Compounds, and Mixtures <ul style="list-style-type: none"> • Key Concepts: Differences between elements, compounds, and mixtures, and basic chemical reactions. • Activities: Identifying elements, compounds, and mixtures through hands-on activities, and performing simple chemical reactions. 	<ul style="list-style-type: none"> ➤ Unit 5: Forces and Motion <ul style="list-style-type: none"> • Key Concepts: Types of forces, effects of forces on motion, and the basics of speed and distance. • Activities: Investigating different types of forces through experiments, exploring the effects of friction and gravity, and measuring speed and distance using simple tools. ➤ Unit 6: Energy and Waves <ul style="list-style-type: none"> • Key Concepts: Forms of energy, energy transfer, and basic wave properties. • Activities: Experimenting with different forms of energy, understanding energy transfer through practical activities, and exploring sound and light waves.
Assessment	<ul style="list-style-type: none"> ➤ Your progress will be assessed through a combination of: <ul style="list-style-type: none"> • Classwork and Homework: Regular assignments to reinforce learning. • Practical Assessments: Evaluations of your practical skills and understanding of experiments. • End-of-Term Tests: Tests at the end of each term to assess your understanding of the key concepts covered 		



SCIENCE *continued*

Practical Skills Development

Throughout the year, you will engage in various practical activities designed to enhance your scientific skills.

➤ These will include:

- Planning and conducting experiments: Learning to design and carry out simple scientific investigations.
- Recording and analyzing data: Developing skills in data collection, interpretation, and presentation.
- Evaluating evidence: Learning to critically assess scientific information and draw conclusions.

Enrichment Opportunities

To broaden your scientific knowledge and experience, you will have opportunities to participate in:

- Science Clubs: Engaging in additional experiments and projects.
- Field Trips: Visiting scientific institutions and nature reserves.
- Guest Speakers: Interacting with scientists and professionals from various fields.

We are excited to embark on this scientific journey with you in Year 7 Science. Together, we will explore the wonders of the natural world and develop the skills you need for future success in AQA GCSE Science.

Useful Websites:

- <http://www.educationquizzes.com/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 login and revise)
- https://keystagewiki.com/index.php/Science_Key_Stage_3 (scientific inquiry and theory support)



PHYSICAL EDUCATION

Students in Year 7 will experience a broad and balanced 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 Active 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.

In addition, students will be receiving a third hour of sport that will place emphasis on a bespoke curriculum tailored to give students an opportunity to develop their specialism. There will also be a new approach that students will receive a unit of work from a Strength and Conditioning and Sport Nutritionist

COURSE OVERVIEW

Throughout the year all students will rotate through the following Sports

Content	Basketball, Fitness, Strength and Conditioning, Football, Swimming, Athletics, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis, Nutrition.
Assessment	Formative practical assessment will take place throughout each unit of sport being studied.

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>

ISLAMIC STUDIES

يقوم منهاج الصف السابع على العديد من المحاور الإسلامية والتي تمكن الطالب بأن يكون مُلمًا بتعاليم الإسلام، ولديه وعيٌ حقيقيٌ بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطلاب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :

COURSE OVERVIEW

محور الوحي الإلهي	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
محور السنة النبوية	حفظ وتفسير المعاني العامة لآيات من القرآن الكريم (سورة السجدة ١-١٥).	حفظ وتفسير المعاني العامة لآيات من القرآن الكريم (سورة السجدة ١٥-٢٣).	حفظ الآيات الكريمة من سورة (سورة السجدة ٢٣-٣٠)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (سورة السجدة ٢٣-٣٠)، مع آداب التلاوة وقواعد التجويد،	سورة الملك آداب الدعاء	سورة الملك غزوة أحد
محور قيم الإسلام وآدابه	أهم الأعمال التي قام بها النبي صلى الله عليه وسلم في المدينة بنجاح	ومواقف التسامح والرحمة والإنسانية من غزوة بدر.	معالم سيرة الإمام مالك وجهاده في طلب العلم	معالم سيرة الإمام مالك وجهاده في طلب العلم	التفكير العلمي	صلاة التطوع
محور أحكام الإسلام ومقاصدها	العمل التطوعي	التكافل وتطور المجتمع	جوانب التسامح في الإسلام.	جوانب التسامح في الإسلام.		
محور العقيدة	أعمال الصلاة أشراط الساعة الكبرى	أنواع السجود وأحكامها ومقاصدها. أشراط الساعة الكبرى	أنواع صيام التطوع من أدلتها الشرعية أشراط الساعة الكبرى	أنواع صيام التطوع من أدلتها الشرعية أشراط الساعة الكبرى		
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

- www.seraj-uae.com
- www.twinkl.ae/resources/home-key-stage-1-subjects/religion/islam-religion
- www.youtube.com/c/saudwesara
- www.youtube.com/c/One4kids-Zaky

ARABIC A

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

مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة تحليل النصوص المختلفة وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين الآراء القرائية وربطها بالكتاب المكتوب باللغة العربية.
مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة النصوص التفسيرية والاستجابة الأدبية، النصوص السردية مراعيًا الأفكار والتنظيم، وكتابة جملاً تتضمن الحقائق العلمية.
المفاهيم النحوية والبلاغة: يتعرف الطالب مفاهيم جديدة مثل (الجملة الاسمية والفعلية، المفعول المطلق، التركيب النعتي، ضمائر الرفع المتصلة، التشبيه التام، الأساليب الإنشائية 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 اللغة العربية الفصيحة المؤيدة التي تناسب الموقف.

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلم
Term 1 Content	<p>الموضوعات: "مهارة القراءة"</p> <p>قصيدة "حبيبي يا رسول الله"</p> <p>قصة "حلم وجهل"</p> <p>قصة "رحمة للعالمين"</p> <p>ندوة "العمل التطوعي في الإمارات"</p> <p>البلاغة:</p> <p>الأساليب الإنشائية والخبرية</p> <p>التشبيه التام</p> <p>الكتابة الإبداعية:</p> <p>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>الموضوعات: "مهارة القراءة"</p> <p>قصيدة مجد الإمارات.</p> <p>نص معلوماتي "كن أكثر وعياً بغضبك"</p> <p>قصة: ثلاثة أسئلة</p> <p>استماع " البحارة والذئب"</p> <p>نص معلوماتي "مكتبة محمد بن راشد"</p> <p>اللغة والنحو:</p> <p>الجملة الاسمية</p> <p>الجملة الفعلية</p> <p>المفعول المطلق</p> <p>تركيب العطف</p> <p>الكتابة الإبداعية:</p> <p>كتابة نصوص وصفية سردية</p> <p>الرسالة الودية</p> <p>النصوص التفسيرية</p> <p>استجابات أدبية</p>	<p>يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه.</p> <p>- يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه.</p> <p>يعين ركني الجملة الاسمية ويضبطها ضبطاً صحيحاً.</p> <p>- 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 تلي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوراً الموضوع بتفاصيل داعمة وفترة 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>

Useful Websites:

- www.mawdoo3.com
- www.madrasa.org

ARABIC A continued

	Term 2A	Term 2B	نواتج التّعلم
Term 2 Content	الموضوعات: "مهارة القراءة" قصيدة "أخلاق كريمة" قصة "للقراء مجاناً" قصة "أوراق تضحك" استماع "نحن شركاء في المسؤولية" البلاغة: الجملة وأغراضها الكتابة الإبداعية: - كتابة قصة مضمناً نصه تفاصيل حسبة باستخدام تقنيات (الحوار، السر، الوصف). - كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهارة القراءة" نص معلوماي "المزارعة ومدير الشركة" سيرة غريبة "فارسه المعمار" اللغة والتّحو: الجملة والتركيب المفعول فيه الكتابة الإبداعية: النص السردى الرسالة الودية النصوص التفسيرية استجابات أدبية	يبين المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسيّة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. - يحدد المتعلم الفكر الرئيسيّة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرًا الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبيين لمؤلفين، محددًا الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. - يقارن بين الجمل والتركيب. - يتعرف المفعول فيه، ويعرّبه إعرابًا صحيحًا ويوظفه في كتاباته. - يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإنشائية. - يحدد الغرض من الجمل سواء أكان مباشرًا أو غير مباشر. - يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متماسك. يكتب نصوصًا سردية تلي اهتمامات القراءة محددًا غرضًا واضحًا للكتابة مطورًا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسملة - التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدمًا أدلة مقنعة وأمثلة وتفاصيل.
	Term 3 Content	Term 3B	نواتج التّعلم
Assessment	الموضوعات: "مهارة القراءة" قصيدة "قيمة العلم" "لويس باستور مكتشف الجراثيم" "أصدقاء وأعداء العلم لغة العالم المشتركة" البلاغة: الأساليب الإنشائية والخبرية التشبيه التام الكتابة الإبداعية: - كتابة قصة مضمناً نصه تفاصيل حسبة باستخدام تقنيات (الحوار، السر، الوصف). - كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهارة القراءة" "ظواهر غريبة تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" اللغة والتّحو: التركيب النعني ضمائر الرفع المتصلة مراجعة ومدارسه الكتابة الإبداعية: سردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يبين المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسيّة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطًا صحيحًا. - يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متماسك. - يحدد المتعلم الفكر الرئيسيّة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرًا الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبيين لمؤلفين، محددًا الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. - يتعرف التركيب النعني ويوظفه في كتاباته. - يتعرف ضمائر الرفع المتصلة. - يتعرف تركيب العطف، ويوظفه في كتاباته. يكتب نصوصًا سردية تلي اهتمامات القراءة محددًا غرضًا واضحًا للكتابة مطورًا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسملة - التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدمًا أدلة مقنعة وأمثلة وتفاصيل.

سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.

ARABIC B

In Year 7, Arabic B updated curriculum aims to cover different levels to meet the student's needs, students will build new concepts about many topics and they will develop the language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will learn new vocabulary and build strong base in asking and answering questions about key details in texts and reading aloud. Students will present learnt information orally or through other media. In addition, students learned how to write paragraphs applying new grammar concepts.

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	Unit: The Vacation	Unit: My Cellphone	Unit: Junior Interest	Unit: Discoveries and innovation	Unit: Natural Phenomenon	Unit: The Work
	<ul style="list-style-type: none"> • how did I spend my vacation • I help my mom 	<ul style="list-style-type: none"> • I love my phone • not just a phone • a phone or a laptop 	<ul style="list-style-type: none"> • camping • play roles 	<ul style="list-style-type: none"> • discovery or an innovation • the junior innovator 	<ul style="list-style-type: none"> • Cappuccino phenomenon • the moon eclipse 	<ul style="list-style-type: none"> • volunteering • the importance of work
	Grammar: التفضيل-	Grammar:	Grammar:	Grammar:	Grammar:	Grammar:
	<ul style="list-style-type: none"> • questions tools • adverb of place & time • structure of verbal sentence (فعل-فاعل-مفعول به) 	<ul style="list-style-type: none"> • using of conditional tools • adverb of place & time 	<ul style="list-style-type: none"> • exclamation style • pronouns • connection • present, past & future tenses • negative form 	<ul style="list-style-type: none"> • العدد والمعدود • اسم المفعول • الصفة والموصوف 	<ul style="list-style-type: none"> • أسلوب التعجب • أسلوب التعجب • اسم الفاعل 	<ul style="list-style-type: none"> • connection • present, past & future tenses • negative form



ARABIC B *continued*

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	<p>Writing Skills:</p> <ul style="list-style-type: none"> writing a text about the vacation and the benefits of having a vacation writing a text about the vacation and the benefits of having a vacation 	<p>Writing Skills:</p> <ul style="list-style-type: none"> design a mind map about the development of the phone write about personal Perspective about using phones Comparing between devices (laptop and mobile phone) 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Writing a text from 3 paragraphs about your personal experience in camping In a form of a letter Provide writing summary after listening to a recording dialogue or paragraph Compare between two idea, two different room or objects Write a letter, respecting the letter Format 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Writing an article about one of the expositions you visited for national or international invention Write about the evolution of technology Design a mind map about all the information you learned Writing about an inventor that change the world 	<p>Writing Skills:</p> <ul style="list-style-type: none"> writing a description text about natural phenomenon and compare between the causes and the impact of it on the environment writing a report about a specific phenomenon, what cause it, when it did happen, how it did form 	<p>Writing Skills:</p> <ul style="list-style-type: none"> writing a text about the importance of work in all areas writing an article about volunteering in Dubai Cares, and the support that charity give to all the world
Assessment	The students will be assessed at the end of each unit and will have an end of term Assessment.					

Useful Websites:

- www.kamkalima.com/ar/home
- www.liveworksheets.com/worksheets/ar
- www.wordwall.net/en-us/community/arabic



GEOGRAPHY & HISTORY

The Humanities subjects of Geography and History will be taught for 2 lessons per week for half a year. Students who took Geography for the first half of the year will move to History for the second half of the year and students who took History for the first half of the year will move to Geography for the second half of the year.

Below outlines what students will be covering throughout the year in both subjects.

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.

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.

Useful Websites:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- National Geographic: <https://www.nationalgeographic.com/>
- Geographical Association: <https://geography.org.uk/>
- School History: <https://schoolhistory.co.uk/>
- Simple History: <https://www.youtube.com/@Simplehistory>



GEOGRAPHY & HISTORY *continued*

COURSE OVERVIEW

	Geography	History
Content	<p>What is Geography?</p> <ul style="list-style-type: none"> • Intro to Geography • Physical, Human and Environmental categories and the key features <p>Map Skills</p> <ul style="list-style-type: none"> • Longitude & Latitude • Creating a Map • Map Symbols • Grid references • Types of Geography • Environmental Quality <p>Topic: Fantastic Places</p> <ul style="list-style-type: none"> • Intro to Fantastic Places • The Amazon Rainforest • The Great Barrier Reef • Amazon Tribes • Machu Picchu • Death Valley <p>Topic: Sustainability</p> <ul style="list-style-type: none"> • Exploring the different aspects of sustainability • Earths natural resources • Water supply • Waste • Managing earths resources • Urbanisation • Sustainable cities 	<p>What is History?</p> <ul style="list-style-type: none"> • Intro to History • Chronology, Significance, Primary and Secondary Sources, Evidence <p>Norman Conquest:</p> <ul style="list-style-type: none"> • Life in England in 1066 • Why was there a problem of succession? • Battle of Stamford Bridge • Battle of Hastings • Why did William win the Battle of Hastings? <p>Norman Methods of control:</p> <p>Feudal System</p> <ul style="list-style-type: none"> • Domesday Book • Castles • Changes in castles throughout the Medieval Period • (Castle project) <p>Silk Road and Black Death:</p> <ul style="list-style-type: none"> • What was the Silk Road? • China • India • Middle East • Turkey • Italy • Causes of the Black Death • Treatments and preventions
Assessment	<p>Students will have a range of assessments which are both written, presentations and project work. Students have the opportunity to work individually and as part of a team.</p>	<p>Students are assessed throughout the course with essay style questions as well as source questions which use the skills developed over the course.</p>



MODERN FOREIGN LANGUAGES (MFL)
FRENCH & SPANISH

New students who join Metropole in Year 7 can choose to study either French or Spanish throughout Key Stage 3. If a student has studied either French or Spanish previously, they should continue to learn the same language at Metropole School. Current Metropole students, who have already been studying French or Spanish in Year 6, will continue with the same choice of language in Year 7. For fluent and advanced speakers of French or Spanish, students should choose to study the language that they are less proficient in to widen their linguistic skills. Unfortunately, students are not allowed to switch between languages.

In Year 7, we follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop 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
Content	Likes and dislikes Using 'avoir' (to have) Describing yourself Talking about others Describing a musician Introducing yourself School subjects Giving opinions Telling the time Talking about food	Talking about electronic devices Talking about sports you play Expressing what activities you like doing Describing where you live Giving directions Saying what you can do in a town	Talking about holidays and plans Talking about getting ready to go out Buying drinks and snacks Saying what you would like to do Describing a painting Talking about animals Writing a poem
Assessment	Reading, Speaking, Listening, Writing, Grammar		



MODERN FOREIGN LANGUAGES (MFL)
FRENCH & SPANISH *continued*

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

	Term 1	Term 2	Term 3
Content	Introducing yourself Talking about personalities Talking about age, brothers and sisters Talking about birthdays Discussing pets Saying what you like to do in your spare time The weather What sports you like	School subjects Giving opinions Describing your school Talking about break time Describing your family Describing your appearance Saying what other people look like Talking about where you live Reading about different carnivals in Spain	Describing your town or village Telling the time Ordering in a café Saying what you are going to do at the weekend Understanding people describing their town Writing about your town and activities
Assessment	Reading, Speaking, Listening, Writing, Grammar		

Useful Websites:

- www.languagenut.com
- www.pearsonactivelearn.com
- www.quizlet.com
- www.languagesonline.org.uk
- www.wordreference.com
- www.linguascope.com



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
Content	Tech Basics Skills Building	Spreadsheets Computer Theory	Python Turtle Scratch
Key Skills	Digital literacy Digital citizenship File management Presentation skills Collaboration	Problem solving Numeracy skills Analytical thinking Communication Creativity	Computational thinking Algorithms Programming constructs Problem solving Resilience
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>
- https://replit.com/languages/python_turtle
- [Web-based Python Editor \(with Turtle graphics\) \(codetoday.co.uk\)](https://codetoday.co.uk)



ART AND DESIGN

Our main aims at MTS in the Art Dept for KS3 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

KS3 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 KS3. Across KS3 SOW are intended to develop students in a number of ways so they may make a smooth transition to KS4. 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.

COURSE OVERVIEW

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.

Content	Term 1	Term 2	Term 3
Content	<p>Concertina Landscapes:</p> <p>In Term 1, students embark on a journey which focuses on the exploration of the formal elements of art.</p> <p>Through a diverse range of materials, they expand their understanding of the fundamental skills while developing an understanding of how to apply the formal elements to an outcome.</p>	<p>Portraiture:</p> <p>In Term 2, students develop their understanding of shape, proportion and accuracy of representation through a Portraiture project.</p> <p>Beginning with facial features exercises, students explore ways to portray light, shade and texture through tonal pencil drawing.</p>	<p>Cubism:</p> <p>In Term 3, students build on their understanding of portraiture moving from two dimensional formats to three dimensional structures.</p> <p>Initially, students engage in a selection of cubist portrait design processes to create their own outcome reflecting the style.</p>



ART AND DESIGN *continued*

COURSE OVERVIEW *continued*

Content	Term 1	Term 2	Term 3
Content	<p>Focusing on line, shape, form, texture and colour, students will explore a panoramic landscape format by creating their own concertina surface. Students will create a larger outcome which will explore a landscape topic of their choice (seasonal shifts, land to sea, horizons etc.)</p> <p>Students will explore the work of a variety of landscape artists who will then act as inspiration for their own original outcome.</p> <p>By studying the works of relevant artists, students will deepen their understanding of perspective, tone, colour and texture, expanding their artistic skills and appreciation for the natural world.</p>	<p>Extending these skills, students develop their understanding by applying their learning to an A3 self-portrait where they are challenged to recreate an image of themselves with a focus on capturing the essence of their reflection.</p> <p>Throughout the term students are introduced to alternative styles of portraiture through more experimental processes, while gaining some understanding of historical art movements such as the Italian Renaissance and Cubism.</p> <p>Students explore various two-dimensional materials and processes such as coloured pencils, oil pastels and collage to expand their understanding.</p>	<p>Working collaboratively, students create a basic structure using papier mâché. On completion of the initial task, students divide the collaborative piece and will proceed by working on their own individual outcome. They will manipulate the basic structure, experimenting and playing with a range of recyclable materials to create cubist style facial features with props.</p> <p>Finally, students paint their outcomes to reflect their initial designs, allowing their ideas to evolve as they progress.</p>
Assessment	<p>Student work will be marked every half term.</p> <p>Students should expect to use a range of peer and self-assessment in their work, group evaluations and classroom galleries critiques to support their learning.</p>	<p>Student work will be marked every half term.</p> <p>Students should expect to use a range of peer and self-assessment in their work, group evaluations and classroom galleries critiques to support their learning.</p>	<p>Student work will be marked every half term.</p> <p>Students should expect to use a range of peer and self-assessment in their work, group evaluations and classroom galleries critiques to support their learning.</p>

Useful Websites:

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



PERFORMING ARTS

In Key Stage 3 (Years 7 – 9) students have lessons in the following three subjects: Music, Dance and Drama. Each subject is taught by a specialist teacher in that area.

Performing Arts lessons focus on practical skill sets and allow our students to embed HPL learning characteristics into their lessons.

COURSE OVERVIEW

	Music	Drama	Dance
Content	<p><u>Rhythm & Elements</u> <i>Topic title: Rhythmic roots</i> Student begin the year developing their elements of music. We begin by developing students' rhythm skills through performance, composition and listening activities.</p> <p><u>Composition Unit 1</u> <i>Topic Title: Pictures at an Exhibition</i> In this unit students compose to a given picture stimulus. Using instruments as their main compositional tool.</p> <p><u>Instrumental Skills</u> In this unit students develop their instrumental skills focusing on the piece 'Cool Blues'</p>	<p><u>Topic 1: Storytelling</u> In this unit students will explore how to tell a story using dramatic techniques and vocal skills.</p> <p><u>Topic 2: Mime</u> In this unit students explore physical expressiveness through a mime enactment of a bank robbery.</p> <p><u>Topic 3: Script Work</u> Students will analyse a script and make creative choices to bring the script to life in a class performance.</p>	<p><u>Introduction to Dance</u> Students will be introduced to key terminology and subject content (performance and choreography). Students will discover a variety of choreographers and dance styles throughout this topic, and experience this through workshop style lessons.</p> <p><u>Choreographing for a Performance</u> Students will explore the choreographic process and devices. They will use this knowledge to choreograph their own motif's (phrases of movement) in a specific style.</p> <p><i>*Students are required to bring trainers for all dance lessons. Girls can bring PE shorts to change into.</i></p>
Assessment	<p>Practical Performances – video or audio recording taken when appropriate Written and/or verbal feedback – to show students how to improve their work DIRT feedback lessons to for reflection.</p>		



ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR ACTIVITIES

As a school we value the importance of a healthy and active lifestyle, and here at Metropole we have in place a comprehensive extra-curricular programme with a range of enjoyable activities on offer for our students to choose from. Engagement in sport and a wide range of squads that are led by teachers, PE staff and outside sports agencies are very popular with students. Metropole is developing a reputation for competitive sport and our students participate in a range of fixtures and competitions each year.

Our sports' squads are known as the Metropole Mustangs and our motto is "Racing to success" (السباق إلى النجاح). Metropole competes in both national and international competitions including DASSA, GEMS Sports Series and The World School Games, with over 70 Squads across a range of sports. The major sports at Metropole are athletics, basketball, football, netball, and swimming. Metropole also competes in aquathlon, badminton, gymnastics, rounders, tennis, cross-country and water polo.

In addition to physical activities, it is also important to offer activities that stimulate our students' minds. 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.

Extra-curricular activities take place at lunchtime and after the school day, and offerings are updated every term. They may also be invited to intervention sessions during this time to support their academics, help students achieve their target grades or push them to achieve what they didn't believe possible. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our provision.

We are very excited about our growing number of extra curricular activities on offer, which we will continue to grow and develop.

MSC (Moral, Social & Cultural Studies)

Moral, Social and Cultural (MSC) education at Metropole is delivered weekly in a dedicated lesson, and is also integrated into all specific subject areas; assemblies, trips, projects and house competitions.

The ultimate outcome of MSC 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.
- Emphasise diversity in its social and cultural components.
- Deliver international content.
- Challenge and inspire students.
- Reinforce UAE vision Key concepts for Sustainable development.



ADDITIONAL CURRICULUM INFORMATION *continued*

LEARNING TO LEAD

Students that do not study Islamic Studies will follow a 'Learning to Lead' 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 ways. Students will undertake project-based learning to gain further accreditations and complete leadership qualifications to develop their skills for the future.

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

- 1. 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 MTS Talks, research projects, essay writing skills, presentation skills and many more.
- 2. Team-building activities** – students will participate in group activities exploring the context of different countries and have the opportunity to enter different competitions, local and international. The activities aim to develop confidence, personal development, communication and problem solving. Students will build leadership and character skills and feel empowered to serve their communities.
- 3. External accreditations** - students will be able to access external accreditations, such as Open University qualifications. These qualifications cover a broad range of areas of interest to the students. Please note that these courses are not mandatory and may come at an additional cost to parents/guardians should students wish to take them.

All resources and information covered during the 'Learning to Lead' 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. They can also enter the qualifications and receive guidance from teachers.



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