

# THE ACTIVE SCHOOL



## CURRICULUM HANDBOOK

Year 7

2025 - 2026

*Discover*  
LEADERSHIP



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY



EDUCATION



SURRIDGE



10





## INTRODUCTION

Dear Parents and Students,

Welcome to The Active School at Metropole.

At Metropole School, we are proud to offer a vibrant, inclusive, and future-focused learning environment where academic excellence is paired with personal growth and physical development.

The Active School encompasses Years 7 to 9—a pivotal stage in the Metropole journey where students transition from foundational learning to more specialised, student-led experiences. We focus on developing well-rounded individuals who excel academically, athletically, creatively, and as engaged members of the community. Through a dynamic and supportive environment, students are empowered to grow in confidence, take ownership of their learning, and actively contribute to school life and beyond.



Our curriculum is guided by the vision of a Creative and Curiosity-Driven Curriculum (CCC). This approach encourages students to think beyond the classroom, take bold risks, and solve problems creatively. It is supported by our LEADS framework, which underpins all aspects of school life:

- **L:** Leadership & Personal Development
- **E:** Enterprise & Innovation
- **A:** Active Learning & Future Ready
- **D:** Diversity & Global Awareness
- **S:** Sustainability & Social Responsibility

The Active School journey is structured into three distinct phases, each designed to support students' academic, social, and athletic development:

- **Year 7 – Transition & Discovery.** Students begin their journey by building confidence, forming new friendships, and adapting to a more independent learning environment. They explore a broad curriculum, are introduced to the Active Baccalaureate, and begin developing leadership through the Learning to Lead programme.
- **Year 8 – Growth & Confidence.** Students consolidate their learning, deepen subject knowledge, and begin to identify personal strengths and interests. With increased responsibility and access to enrichment and competitive opportunities, they grow in confidence and capability.
- **Year 9 – Readiness & Responsibility.** As students prepare for Key Stage 4, they begin to specialise in subjects and take greater ownership of their learning. Performance tracking, mentoring, and leadership roles help them build the skills and mindset needed for future success.



## INTRODUCTION *(continued)*

We are committed to supporting every student through this exciting and transformative stage of their education.

This booklet outlines the subjects, pathways, assessments and opportunities available this year.

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 a truly exceptional one.

Yours sincerely,

**Ms. Kelly Lohe**  
Head of The Active School



## SECONDARY LEADERSHIP TEAM



Ms. Kelly Lohe  
Head of The Active School



Ms. Sinead McElhone  
Head of The Future School



Mr. Joseph Gannon  
Deputy Headteacher



Mr. Salim Foughali  
Deputy Headteacher



Ms. Sarah Halforty  
Assistant Headteacher



Mr. Samuel Heald  
Assistant Headteacher



Mr. Stuart Wilson  
Assistant Headteacher



Mr. Simon Humphreys  
Assistant Headteacher

## WELCOME FROM THE HEAD OF YEAR 7

Dear Year 7 Students / Parents,

Welcome to the Active School and to GEMS Metropole Motor City. It is with great pleasure and excitement that I welcome you to the start of your secondary school journey as part of our Year 7 cohort.

Transitioning from primary to secondary school is an exciting milestone, filled with opportunity, new friendships, and personal growth. I understand that this change can also bring about feelings of uncertainty, which is why our dedicated pastoral team is here to ensure that every student feels safe, supported, and encouraged as they settle into life at Metropole. Whether it's finding your way around the school, building new friendships, adjusting to different teachers, or managing a new timetable, we are here to help every step of the way.

My name is Dan Wiseman, and I have 16 years of teaching and leadership experience; having worked in the UK, Thailand and the UAE. I have held various responsibilities including Head of Year, Head of Department and Assistant Principal. I am incredibly proud to be taking on the role of Head of Year 7 and feel honoured to guide our youngest year group through this important transition. I am deeply passionate about student wellbeing and personal development, and I strongly believe that every child deserves the chance to thrive both academically and emotionally. Outside of school, I enjoy football, cycling and travelling to new exciting places. I always love hearing about what excites and inspires our students.

At GEMS Metropole, we take pride in being an inclusive, active school that nurtures the whole child. This means encouraging students to strive for excellence in their academic studies while also embracing the wide range of opportunities available outside the classroom—whether through clubs, leadership roles, creative projects, or sports. Year 7 is a wonderful time to explore new interests and build the habits and attitudes that will support your learning journey for years to come.

We understand that the first few weeks can feel overwhelming, but with the right support from our teachers, tutors, and peers, every student will find their place and flourish. From developing independence and organisation skills to becoming a confident communicator and compassionate team member, there is so much to look forward to this year.

I look forward to getting to know each and every student and working closely with families to build strong partnerships based on trust, care, and mutual respect. Together, we can ensure that Year 7 is not only a successful start to secondary school but also a happy and memorable one.

Here's to a fantastic year ahead—one full of discovery, growth, and exciting new beginnings.

Best regards,

**Mr. Daniel Wiseman**  
Head of Year 7



**Mr. Daniel Wiseman**  
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;

Curriculum

Eco

Girls Up Committee

Global Cultural Leaders

Innovation

Wellbeing

### 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.



Ms. Samreen Shah  
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**, which forms a key part of our Lead Time curriculum. Designed to equip pupils with essential life skills, YouHQ empowers them to take ownership of their mental and physical wellbeing through regular, structured reflection and guided activities. Every Wednesday, students engage in a dedicated wellbeing task aligned with the school's monthly wellbeing theme, reinforcing a proactive and consistent approach to personal development across all year groups.



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	Emma Eaton
Maths	Nadeem Suleman
Science	Catherine Snell
Physical Education	Benjamin Jepson
Islamic Studies (Muslim students)	Nofa Alqra
Arabic A	Nofa Alqra
Arabic B	Rima Wehbi
Humanities (History, Geography)	Myles Worthe
Modern Foreign Languages	Louise Lightfoot
ICT & Computing	Safae Drissi
Art	Helen O'Donovan
Performing Arts (Drama, Music, Dance)	Helen Kermath
Learning to Lead (Non-Muslim students)	Stuart Wilson
Moral, Social, and Cultural Studies (MSC)	Simon Fagg
Extra-curricular Activities	Stuart Wilson

**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 Active School			
Head of Year 7	Daniel Wiseman	Deputy Head of Year 7	Jessica Storey
Head of Year 8	Vanessa White	Deputy Head of Year 8	Cian Cronnin
Head of Year 9	Olivia Parr	Deputy Head of Year 9	Jack Austin
The Future School			
Head of Year 10	Serena Walker	Deputy Head of Year 10	Asama Zaffar
Head of Year 11	Gavin Warke	Deputy Head of Year 11	Laura McKechnie
Head of Year 12	Chris Waldron	Deputy Head of Year 12	Rukhsana Saleem
Head of Year 13	Sarah Winn	Deputy Head of Year 13	Denifer Demaili



## 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	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	1	60
Performing Arts: Music	1	60
Moral, Social & Cultural Studies (MSC)	1	80
Activate	1	40

### Activate

As part of our commitment to a smooth and successful transition into *The Active School*, all Year 7 students take part in a weekly Activate lesson. This 40-minute session is designed to help students settle into secondary school life, build confidence, and develop the key skills needed to thrive both in and beyond the classroom.

Through a blend of interactive activities, discussions, and challenges, students explore topics such as organisation, communication, teamwork, goal setting, and resilience. Activate also introduces students to our school values and expectations, helping them feel connected, confident, and ready to excel in the year ahead.



## ARABIC A (continued)

	Term 2A	Term 2B	نواتج التعلم
Term 2 Content	الموضوعات: "مهاراة 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 حسية باستخدام تقنيات (الحوار، السر، الوصف). - كتابة رسالة ودية مراعيًا عناصر الرسالة (البسمة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهاراة القراءة" نص معلوماتي "المزارعة ومدير الشركة" سيرة غريبة "فارسا المعمار" اللغة والنحو: الجملة والتركيب المفعول فيه الكتابة الإبداعية: النص السردى الرسالة الودية النصوص التفسيرية استجابات أدبية	يبيّن المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرًا 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 أسلوبين لمؤلفين، محدّدًا الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. - يقارن بين الجملة والتركيب. - يتعرف المفعول فيه، ويعرّبه إعرابًا صحيحًا ويوظفه في كتاباته. - يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإنشائية. - يحدد الغرض من الجمل سواء كان مباشرًا أو غير مباشر. - يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متماسك. يكتب نصوصًا سردية تلي اهتمامات القراء محدّدًا غرضًا واضحًا للكتابة مطورًا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه تتضمن جميع العناصر الأساسية (البسمة - 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	الموضوعات: "مهاراة القراءة" "ظواهر غريبة تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" اللغة والنحو: التركيب النعني ضمانن الرفع المتصلة مراجعة ومدارسة الكتابة الإبداعية: - كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السر، الوصف). - كتابة رسالة ودية مراعيًا عناصر الرسالة (البسمة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهاراة القراءة" "ظواهر غريبة تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" اللغة والنحو: التركيب النعني ضمانن الرفع المتصلة مراجعة ومدارسة الكتابة الإبداعية: الرسالة الودية النصوص التفسيرية استجابات أدبية
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في 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
<b>Content</b>	<b>Unit:</b> The Vacation <ul style="list-style-type: none"> <li>• how did I spend my vacation</li> <li>• I help my mom</li> </ul>	<b>Unit:</b> My Cellphone <ul style="list-style-type: none"> <li>• I love my phone</li> <li>• not just a phone</li> <li>• a phone or a laptop</li> </ul>	<b>Unit:</b> Junior Interest <ul style="list-style-type: none"> <li>• camping</li> <li>• play roles</li> </ul>	<b>Unit:</b> Discoveries and innovation <ul style="list-style-type: none"> <li>• discovery or an innovation</li> <li>• the junior innovator</li> </ul>	<b>Unit:</b> Natural Phenomenon <ul style="list-style-type: none"> <li>• Cappuccino phenomenon</li> <li>• the moon eclipse</li> </ul>	<b>Unit:</b> The Work <ul style="list-style-type: none"> <li>• volunteering</li> <li>• the importance of work</li> </ul>
	<b>Grammar:</b> التفضيل- <ul style="list-style-type: none"> <li>• questions tools</li> <li>• adverb of place &amp; time</li> <li>• structure of verbal sentence (فاعل-مفعول به)</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• using of conditional tools</li> <li>• adverb of place &amp; time</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• exclamation style</li> <li>• pronouns</li> <li>• connection</li> <li>• present, past &amp; future tenses</li> <li>• negative form</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• العدد والمعدود</li> <li>• اسم المفعول</li> <li>• الصفة والموصوف</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• أسلوب التعجب</li> <li>• أسلوب التعجب</li> <li>• اسم الفاعل</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• connection</li> <li>• present, past &amp; future tenses</li> <li>• negative form</li> </ul>



## ARABIC B (continued)

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



## 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
<b>Content</b>	<p><b>Concertina Landscapes:</b></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><b>Portraiture:</b></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><b>Cubism:</b></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
<b>Content</b>	<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>
<b>Assessment</b>	<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>



## 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.



## HUMANITIES : GEOGRAPHY & HISTORY

The Humanities subjects of Geography and History will be taught for 1 lesson per week. 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>



## HUMANITIES : GEOGRAPHY & HISTORY *(continued)*

### COURSE OVERVIEW

	Geography	History
Content	<p><b>What is Geography?</b></p> <ul style="list-style-type: none"> <li>• Intro to Geography</li> <li>• Physical, Human and Environmental categories and the key features</li> </ul> <p><b>Map Skills</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Topic: Fantastic Places</b></p> <ul style="list-style-type: none"> <li>• Intro to Fantastic Places</li> <li>• The Galapagos</li> <li>• The Great Barrier Reef</li> <li>• Easter Island</li> <li>• Machu Picchu</li> <li>• Death Valley</li> </ul> <p><b>Topic: Sustainability</b></p> <ul style="list-style-type: none"> <li>• Exploring the different aspects of sustainability</li> <li>• Earth's natural resources</li> <li>• Water supply</li> <li>• Waste</li> <li>• Managing earth's resources</li> <li>• Urbanisation</li> <li>• Sustainable cities</li> </ul>	<p><b>What is History?</b></p> <p>Intro to History</p> <ul style="list-style-type: none"> <li>• Chronology, Significance, Primary and Secondary Sources, Evidence</li> </ul> <p><b>Norman Conquest:</b></p> <ul style="list-style-type: none"> <li>• Life in England in 1066</li> <li>• Why was there a problem of succession?</li> <li>• Battle of Stamford Bridge</li> <li>• Battle of Hastings</li> <li>• Why did William win the Battle of Hastings?</li> </ul> <p><b>Norman Methods of control:</b></p> <p>Feudal System</p> <ul style="list-style-type: none"> <li>• Domesday Book</li> <li>• Castles</li> <li>• Changes in castles throughout the Medieval Period</li> <li>• (Castle project)</li> </ul> <p><b>Society in the Middle Ages:</b></p> <ul style="list-style-type: none"> <li>• Causes of the Black Death</li> <li>• Treatments and preventions</li> <li>• Consequences of the Black Death</li> <li>• Medieval Kings</li> </ul>
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>



## 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

Content	Term 1	Term 2	Term 3
	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](https://replit.com/languages/python_turtle)
- [Web-based Python Editor \(with Turtle graphics\) \(codetoday.co.uk\)](https://codetoday.co.uk)

## ISLAMIC STUDIES

يقوم منهاج الصف السابع على العديد من المحاور الإسلامية والتي تمكن الطالب بأن يكون مُلمًا بتعاليم الإسلام، ولديه وعي حقيقي 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 وأدابه	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.serai-uae.com](http://www.serai-uae.com)
- [www.twinkl.ae/resources/home-key-stage-1-subjects/religion/islam-religion](http://www.twinkl.ae/resources/home-key-stage-1-subjects/religion/islam-religion)
- [www.youtube.com/c/saudwesara](http://www.youtube.com/c/saudwesara)
- [www.youtube.com/c/One4kids-Zaky](http://www.youtube.com/c/One4kids-Zaky)



## 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"><li>• Place Value and Ordering Decimals</li><li>• Directed numbers</li><li>• Money and Time</li><li>• Factors and Multiples</li><li>• FDP Equivalence</li><li>• Add and Subtract Fractions</li><li>• Fractions &amp; Percentages of amounts</li></ul>	<ul style="list-style-type: none"><li>• Algebraic notation</li><li>• Equality and Equivalence</li><li>• Sequences</li><li>• Constructing and Measuring</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Develop Geometric Reasoning</li><li>• Data</li><li>• Sets and Probability</li></ul>
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](http://www.corbettmaths.com)



## 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 linguistical 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](http://www.languagenut.com)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- [www.wordreference.com](http://www.wordreference.com)
- [www.linguascope.com](http://www.linguascope.com)



## PERFORMING ARTS : DRAMA & MUSIC

In Year 7 students will have 1 hour of Music and 1 hour of Drama a week.

In Year 7 these lessons are taught in their LEAD groups. Students will study 6 topics in each of the Performing Arts subject and have 3 formal assessments in Drama and Music over the course of the academic year.

### COURSE OVERVIEW

	Music	Drama
<b>Topic 1A</b>	<p><u>Performance 1</u> Topic title: Rhythmic roots</p> <p>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>Topic 1: Storytelling</u></p> <p>In this unit students will explore how to tell a story using dramatic techniques and vocal skills.</p>
<b>Topic 1B</b>	<p><u>Composition 1</u> Topic Title: Pictures at an Exhibition</p> <p>In this unit students compose to a given picture stimulus. Using instruments as their main compositional tool.</p>	<p><u>Topic 2: Mime</u></p> <p>In this unit, students explore physical expressiveness through mime, developing short performances which they film and edit to enhance their storytelling.</p>
<b>Topic 2A</b>	<p><u>Performance 2</u> Topic Title ; Cool Blues</p> <p>In this unit students develop their instrumental skills focusing on the piece 'Cool Blues'.</p>	<p><u>Topic 3: Improvisation through Shakespeare</u></p> <p>In this unit, students explore improvisation and Forum Theatre using Hamlet to examine character decisions, power, and morality.</p>
<b>Topic 2B</b>	<p><u>World Music Passport</u> Topic Title ; A journey around the Middle East.</p> <p>In this research unit, students will create a musical passport exploring music from around the Middle East.</p>	<p><u>Topic 4: Script Work</u></p> <p>Students will analyse a script and make creative choices to bring the script to life in a class performance.</p>
<b>Topic 3A</b>	<p><u>Composition 2</u> Topic Title ; Percussion &amp; Beats</p> <p>In this unit students compose using the inspiration of 'Stomp'.</p>	<p><u>Topic 5: Exploring Musical Theatre</u></p> <p>In this unit, students explore the core elements of musical theatre, combining song, dance, and acting to develop performance skills and confidence in storytelling through song</p>
<b>Topic 3B</b>	<p><u>Music Technology 1</u> Topic Title ; Introduction to Music Tech</p> <p>In this unit students are introduced to the basics of composing using music technology.</p>	<p><u>Topic 6: Physical Theatre and Fairytales</u></p> <p>In this unit, students use physical theatre techniques to retell classic fairytales, focusing on ensemble movement, exaggerated gesture, and imaginative storytelling.</p>



## 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

<b>Content</b>	Basketball, Fitness, Strength and Conditioning, Football, Swimming, Athletics, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis, Nutrition, Combat, Dance and Cheerleading
<b>Assessment</b>	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>



## 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	Term 2	Term 3
Content	<ul style="list-style-type: none"> <li>➤ <b>Unit B1.1: Cells</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Basic cell structure, differences between plant and animal cells, and cell functions.</li> <li>• <i>Activities:</i> Using microscopes to observe cells, creating cell models, and learning about specialized cells.</li> </ul> </li> <li>➤ <b>Unit C1.1: Particles</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> States of matter, particle arrangement, changes of state, and the particle model.</li> <li>• <i>Activities:</i> Demonstrating changes of state, using particle diagrams, and investigating diffusion and particle movement.</li> </ul> </li> <li>➤ <b>Unit P1.1: Forces</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Types of forces, balanced and unbalanced forces, effects on motion, and measuring forces.</li> <li>• <i>Activities:</i> Using force meters, exploring friction and gravity, and measuring speed and distance with simple tools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Unit C1.2: Atoms, Elements and Compounds</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Structure of atoms, differences between elements and compounds, and introduction to the periodic table.</li> <li>• <i>Activities:</i> Building atomic models, identifying elements and compounds, and representing substances using symbols and formulae.</li> </ul> </li> <li>➤ <b>Unit P1.2: Space</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> The solar system, gravity, the Earth's movement, day and night, and the seasons.</li> <li>• <i>Activities:</i> Modelling orbits, understanding scale in space, and explaining seasonal changes.</li> </ul> </li> <li>➤ <b>Unit B1.3: Interdependence</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Food chains and webs, competition, ecosystems, and how organisms depend on each other.</li> <li>• <i>Activities:</i> Constructing food webs, investigating predator-prey relationships, and analysing real ecosystems.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Unit C1.3: Mixtures</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Types of mixtures, separation techniques (filtration, evaporation, chromatography).</li> <li>• <i>Activities:</i> Practical investigations separating mixtures and analysing chromatograms.</li> </ul> </li> <li>➤ <b>Unit P1.3: Energy Transfers</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Forms of energy, energy transfer, and methods of reducing energy loss.</li> <li>• <i>Activities:</i> Thermal insulation investigations, energy transfer diagrams, and practicals exploring conduction and convection.</li> </ul> </li> <li>➤ <b>Unit P1.4: Electric Circuits – Current and Potential Difference</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Circuit components, current and potential difference, series and parallel circuits.</li> <li>• <i>Activities:</i> Constructing working circuits, using ammeters and voltmeters, and comparing current and voltage in different setups.</li> </ul> </li> </ul>
Assessment	<ul style="list-style-type: none"> <li>➤ Your progress will be assessed through a combination of: <ul style="list-style-type: none"> <li>• Classwork and Homework: Regular assignments to reinforce learning.</li> <li>• Practical Assessments: Evaluations of your practical skills and understanding of experiments.</li> <li>• End-of-Term Tests: Tests at the end of each term to assess your understanding of the key concepts covered</li> </ul> </li> </ul>		



## 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](https://www.cgpbooks.co.uk/interactive_ks3_science)
- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- <https://www.thenational.academy/> (full lessons)
- [https://keystagewiki.com/index.php/Science\\_Key\\_Stage\\_3](https://keystagewiki.com/index.php/Science_Key_Stage_3) (scientific inquiry and theory support)



## 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.

### METROPOLE WITHOUT WALLS

Metropole Without Walls is our unique programme of off-timetable learning, designed to extend education beyond the boundaries of the classroom. Taking place twice each academic year, this initiative offers students a wide range of experiences that promote personal growth, real-world learning and deeper connection with their peers, their community and the wider world. Every experience is thoughtfully planned to support key skills and attitudes. Independence, resilience, collaboration and cultural awareness are all central to the programme.

Metropole Without Walls is not just a break from the normal routine – it is a vital part of the curriculum. These are the moments where students try something new, discover more about themselves and others, and build memories that will stay with them well beyond school. It is a highlight of the year, and one we believe plays a key role in preparing students for life beyond the classroom.





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