



CURRICULUM HANDBOOK

Year 8

2025 - 2026

Discover
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

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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 Halferty
Assistant Headteacher



Mr. Samuel Heald
Assistant Headteacher



Mr. Stuart Wilson
Assistant Headteacher



Mr. Simon Humphreys
Assistant Headteacher

WELCOME FROM THE HEAD OF YEAR 8

Dear Year 8 Students / Parents,

Welcome back to the new Academic Year.

As we step into Year 8, I would like to begin by reflecting on what an incredible journey Year 7 has been. The progress made—academically, personally, and emotionally—was nothing short of phenomenal, and I am immensely proud of how far our students have come. I hope everyone had a restful and well-deserved summer break and is now ready to embrace the new challenges that Year 8 will bring. From diving deeper into subject content, moving into sets, and continuing to grow as young individuals in secondary school, we will be here every step of the way—just as we have been over the past year. I am truly delighted to be continuing this journey with the same cohort and am confident that, together, we will make this a year to remember.

For those of you who are new to our year group, allow me to introduce myself. I am originally from France and spent many years living in Wales before moving to Dubai. This will be my fifth year at GEMS Metropole, and my second year as Head of Year 8. Before that, I had the privilege of supporting our students as Assistant Head of Year and Leadership Coordinator. I am deeply passionate about pastoral care, and I pride myself on being compassionate, kind, and committed to helping students grow into confident, responsible young adults who take pride in their learning journey. Outside of school, I enjoy music, sports, and reading—interests I love to share with the students whenever I can.

At GEMS Metropole, we are proud to offer a strong team of dedicated leaders and passionate teachers who are committed to helping every child grow and succeed in their subjects. We also pride ourselves on upholding high standards in all areas. As an Active School, we strongly believe in striking the right balance between academic success and being active—in every sense of the word. Whether it's through sports, leadership, creativity, or community involvement, we encourage our students to take part fully in school life, to challenge themselves, and to become well-rounded, resilient individuals.

With new opportunities, some inevitable hurdles, and exciting milestones ahead, our strong partnership—built on hard work, empathy, and resilience—will help us achieve all our goals and ensure that school remains a place where every student can thrive and perform at their very best.

Best regards,

Ms. Vanessa White
Head of Year 8



Ms. Vanessa White
Head of Year 8



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 8 students' study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	4	240
Physical Education	3	180
Islamic Studies (Muslim students)/ Learning to Lead (Non-Muslim students)	2	80
Arabic	3	180
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

ARABIC A

يقوم منهاج الصف الثامن على المهارات والمفاهيم التّالية : 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 على تحديد الأفكار والحجج ووجهات النظر في النصوص والربط بينها مستخدمًا معرفته ببنية النص، ويقرأ بالإضافة إلى النصوص المقررة نصًّا أخرى إضافية لتطوير لغته وتعزيز مهاراته القرائية وربطها بالكتاب المكتوب باللغة العربية.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة التعبير "الإبداعي والوظيفي" مثل: القصص وكتابة النصوص الإقناعية والمقالات والسير.

المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه، والأغراض البلاغية للجمل الإنشائية والخبرية،) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصّرفية: يتعرف الطالب مفاهيم جديدة مثل (علامات إعراب الاسم الأصلية والفرعية، العدد والمعدود، إعراب المثنى وجمع المذكر السالم والأسماء الخمسة)

مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهما لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم وقيم النص وفق معايير محددة ويلتزم آداب الاستماع.

مهارة التحدث: يُظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة المحاذية مثل: التنغيم، والنبر، والإيماء، والإشارات...، ويشارك بفعالية في عروض رسمية كالخطب والمناقشات العلنية والمناظرات، كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة.

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التّعلم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: قصيدة (لامية الطغرائي) قصة (الضحك آخر الليل نص معلوماتي (تاريخ التدفئة) الموضوعات: "مهارة التّحدث والاستماع" الاستماع: "قمحة في حجم بيضة" المحادثة: تقديم عرض حول الأسواق. اللغة (النحو والبلاغة): علامات إعراب الاسم الأصلية والفرعية الأغراض البلاغية للجمل الكتابة الإبداعية: السيرة الذاتية النص السري (وصف الشخصية) النص التفسيري الاستجابة الأدبية النص الإقناعي	الموضوعات: "مهارة القراءة" قصيدة " قوة العلم أسواق شعبية من العالم مرض الورق قصيدة (إشراقه وطن) حسون الحواي الموضوعات: "مهارة التّحدث والاستماع" نص استماع: "عالم الطباعة بين القديم والحديث المحادثة: العمل التطوعي اللغة (النحو والبلاغة): الجملة والتركيب إعراب المثنى وجمع المذكر السالم التشبيه التام الكتابة الإبداعية: الاستجابة الأدبية النص التفسيري النص الإقناعي	يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه. -يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يتميز به كل نوع. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). -يفسّر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. -يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). -يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يتميز به كل نوع. يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود (إشراقه وطن). فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأدب، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلاً أو أكثر. -يتعرف علامات إعراب الاسم الأصلية والفرعية في الجمل الاسمية والفعلية. -يتعرف المتعلم الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام). يقارن المتعلم بين الجمل والتركيب. يتعرف المتعلم إعراب المثنى وجمع المذكر السالم. يتعرف المتعلم التشبيه التام وينتج في جمل من إنشائه. يكتب سيرة غريبة أو ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف (فيزيائي مادي)، وصف الخلفية، المقارنة بين الشخصيات. - يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدمًا أدلة مقنعة. - يكتب المتعلم استجابات، وفتاوى شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتأملاً في أبعاد النص منطقتًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. -يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.

ARABIC A (continued)

Term 2A	Term 2B	نواتج التّعلم
الموضوعات: "مهارة القراءة" شعر: أمل وتفاؤل نص معلوماتي (برج خليفة) الموضوعات: "مهارة التّحدث والاستماع"	الموضوعات: "مهارة القراءة" النص الأدبي " القول ما قالت حزام". نص معلوماتي : طائر القطا" النص الأدبي " عصفور السيدة بيرونيه" -قصيدة: " أعطني الناي"	يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه. -يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يميز به كل نوع. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). -يفسّر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. -يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). -يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يميز به كل نوع.
الاستماع: أكلت يوم أكل الثور الأبيض. محادثة: الأمثال بين الحكمة والقصة.	الموضوعات: "مهارة التّحدث والاستماع" الاستماع: ماذا لو عادت البركين العظيمة لتنشط؟	يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. - يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفًا كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب.
اللغة (النحو والبلاغة): العدد والمعدود التشبيه"	محادثة: حيوانات مهددة بالانقراض.	2.1.2.2G7 يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب.
الكتابة الإبداعية: النص التفسيري النص السردى	اللغة (النحو والبلاغة): ضمائر النصب المتصلة. الأساليب الإنشائية الحال المفعول له" الكتابة الإبداعية: مقارنة بين أمثال الشعوب (نص تفسيري	-يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من (1-10) مراعيًا أحوالهما في 2.2.2.6G7. التوظيف. يتعرف التشبيه المجمل والمفصل، موضحًا مواطن الجمال، ويتجهما في جمل 1.1.5.6G8 من إنشائه. يتعرف ضمائر النصب المتصلة 6.2.2.5G7. يتعرف المتعلم الأغراض البلاغية للأسلوب الإنشائي (الأمر، النهي، الاستفهام). يتعرف المتعلم الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف 6.2.2.6.1G8. حياتية. يتعرف المفعول له، ويعربه إعرابًا صحيحًا، ويوظفه في كتاباته. يكتب المتعلم نصوصًا سردية تتضمن حبكة، وإطارًا زمنيًا ومكانيًا، مختارًا وجهة 1.4.2.4G6. نظر مناسبة للقصة، مضمنا نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) - يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدمًا أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتأملاً في أبعاد النص منظمًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. - يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.

Term 2 Content

ARABIC A (continued)

Term 3A	Term 3B	نواتج التعلّم
الموضوعات: "مهارّة القراءة" النص الأدبي (رسالة إلى أمي) ماذا تعرف عن الصحراء؟ الموضوعات: "مهارّة التحدّث والاستماع" استماع: الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعدود الأغراض البلاغية للأسلوب الخبري والإثنائي. الأغراض البلاغية للأسلوب الخبري إعراب المثنى وجمع المذكر السالم والأسماء الخمسة (تعزيز) الكتابة الإبداعية: النص الإقناعي نصّاً سردياً.	الموضوعات: "مهارّة القراءة" -الفصل الأول من رواية أحلام ليبل السعيدة. الفصل الثاني من رواية أحلام ليبل السعيدة. الفصل الثالث من رواية أحلام ليبل السعيدة. الفصل الرابع من رواية أحلام ليبل السعيدة. الموضوعات: "مهارّة التحدّث والاستماع" استماع: السراب محادثة: ما المكان الأفضل للحيوانات؟ الأقفاص أم الطبيعة؟ اللغة (النحو والبلاغة): ضمائر النصب المتصلة. التشبيه التام الكتابة الإبداعية: نصّاً سردياً. نص إقناعي.	يبين المعنى الإجمالي للنص، موضّحاً الفكر الرئيسيّة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضّحاً ما يميز به كل نوع. يحلل المتعلم الرواية إلى عناصرها، مبيّناً كيف رتب المؤلف أحداثها مثل: (استخدام الحبكة المتوازنة، والتلاعب في الزمن وزيادة سرعة الأحداث.....) -يفسّر المتعلّم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسيّة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضّحاً ما يميز به كل نوع. يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضّحاً الفكر الرئيسيّة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. - يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من 2.1.2.2G7 حيث اللغة والأسلوب. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم بمصادقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضاً شفويّاً إقناعياً عن ظاهرة أو مشكلة يعرض فيها الأسباب والنتائج، مقترحاً المبني للمجهول حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من 1-10 مراعيًا أحوالهما في 2.2.2.6G7 التوظيف. يتعرف التشبيه التام وينتجه في جمل من إنشائه. يتعرف المتعلم الفعل المبني للمجهول والمبني للمعلوم يوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمانياً ومكانياً، 1.4.2.4G6 مختاراً وجهة نظر مناسبة للقصة، مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) - يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل، ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيراً وتأملاً في أبعاد النص منظماً تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. -يكتب نصوصاً إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
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 8, Arabic B updated curriculum aims to cover different levels to meet the student's needs, in this Year/Level; the curriculum focusses on emotional and social cases, or global cases, students will learn and apply their learning developing their 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 different types of texts 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	<p>Unit: Tolerance and Coexistence</p> <ul style="list-style-type: none"> no bullying tolerance my strange friend <p>Grammar:</p> <ul style="list-style-type: none"> صيغ المبالغة (التفضيل - صيغ المبالغة - التعجب) <p>Writing Skills:</p> <ul style="list-style-type: none"> Students will write about the reasons and the impact of bullying, also they will create posters for no bullying signs to distribute it inside school and out. Students will write about the value of tolerance in our life and how it reflects in the society. Students will write about coexistence in UAE, how it make all of us living in great community. 	<p>Unit: Emotion</p> <ul style="list-style-type: none"> happiness anger the hunger <p>Grammar:</p> <ul style="list-style-type: none"> exclamation style pronouns connection present, past, future tenses negative <p>Writing Skills:</p> <ul style="list-style-type: none"> Rewrite a biography of someone. Writing a text about how we can make people around us happy. Write a paragraph about what I feel about myself if I am an optimistic person or pessimistic and why? Write a recipe about a plate or a dish you like. Write a text, how parents react toward their kid's behavior and how they deal with their anger. 	<p>Unit: The Environment</p> <ul style="list-style-type: none"> forest environment protection <p>Grammar:</p> <ul style="list-style-type: none"> لحمة الاسمية الفعل. والفعلية الماض أدوات الربط (لأن - لن - كذلك - بينما) <p>Writing Skills:</p> <ul style="list-style-type: none"> Write a paragraph describing the importance of forests Causes of pollution and how to protect the environment. 	<p>Unit: Environment and Technology</p> <ul style="list-style-type: none"> power resources Emirates Mars mission <p>Grammar:</p> <ul style="list-style-type: none"> present, past, future tense singular, dual, plural exclamation style <p>Writing Skills:</p> <ul style="list-style-type: none"> Students will write about using technology to safe our environment. Students will write about Emirates Mars mission. 	<p>Unit: Proud of my country</p> <ul style="list-style-type: none"> roles models in my life Volunteering <p>Grammar:</p> <ul style="list-style-type: none"> the connected pronouns الضمائر المتصلة <p>Writing Skills:</p> <ul style="list-style-type: none"> Write a paragraph about his role model Comparison between good and bad role model Write about a real experience in volunteering, and the impact of that on the student and on the society. 	<p>Unit: Advertising and Economics</p> <ul style="list-style-type: none"> advertising food and drinks clothing <p>Grammar:</p> <ul style="list-style-type: none"> أسلوب التفي أدوات الاستفهام أدوات الاستفهام <p>Writing Skills:</p> <ul style="list-style-type: none"> Designing a specific ad in a way that leads people to read and pay attention to it. Writing a topic about diet for health. Compare clothes in your country and in the Emirates Describe the appropriate work clothes from your point of view, explaining the reason for your selection.
Assessment	The students will be assessed at the end of each unit and will have an end of term Assessment.					



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

Students in Year 8 is to build upon knowledge, understanding, skills and techniques gained throughout Year 7. Students continue to develop an appreciation of the work of artists/ designers and understand the role of artwork from a range of cultures. Through project work students experience making art in a variety of mediums that include painting, drawing and printing.

	Term 1	Term 2	Term 3
Content	<p>Graphics: Poster Project</p> <p>Students will begin year 8 with a graphics project, inspired by the iconic film posters of the artist Saul Bass.</p> <p>Students will experiment with a selection of acrylic painting, colour pencil and felt tip pen and collage techniques which will be applied to their final outcome.</p>	<p>Sweets and Treats: Drawing and Sculpture</p> <p>In Term 2, students will further explore their understanding of shape, proportion and composition through the Sweets and Treats project.</p>	<p>Insects: Collagraphs – Additive Printmaking</p> <p>Students will begin Term3 by engaging in activities which allow them to explore the textures, colours and patterns of insects.</p>



ART AND DESIGN *(continued)*

COURSE OVERVIEW *continued*

Content	Term 1	Term 2	Term 3
Content	<p>They will explore typography and emphasis will be placed on matching font styles to genres and presenting type in dynamic and impactful ways. Students will also explore ways to enhance their work with appropriate visuals.</p>	<p>Students will begin with a structured tonal pencil drawing to develop their understanding of composition. This learning will be enhanced through the incorporation of tonal colour pencil drawings of sweets and treats.</p> <p>Using the work of Claes Oldenburg as a starting point, students will transition from 2D shape to 3D form with their food sculpture. Using paper and mod rock, students will gain an understanding of how shapes act in real space, constructing a food of their choice ranging from novelty doughnut structures and eclairs to avocados and pies.</p> <p>This project will be refined using paint to enhance the sculptures and allow the students to gain some experience of applying paint to textured surfaces.</p>	<p>Students will then explore with the additive printmaking process of collagraphs. Using a range of media, students will create their own insect collagraph plate, using a range of found materials to recreate their favourite textures from the initial tasks in this project. Students will learn how to achieve a well saturated print outcome while gaining experience in a new process.</p> <p>Students will extend their learning and explore ways to re-work prints which were over or undersaturated, reinforcing the value of play and experimentation though while removing the pressure of producing 'perfect' work. This will be achieved by manipulating their prints with processes such as weaving, applique, reverse applique and mixed media applications.</p>
Assessment	<p>Student work will be marked at the end of 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 at the end of 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 at the end of 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 centered on the UK National Curriculum for England and adapted to meet the needs of our international students. Our broad and balanced curriculum offering ensures that students are fully immersed in the knowledge, vocabulary and experiences relevant to the world in which we live.

Year 8 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. These lessons will focus on the development of students' reading, writing and oral skills, building on the Year 7 programme of study. One lesson a week is a dedicated reading lesson.

Students will hone their analytical and evaluative skills, exploring writer's craft through a variety of engaging and increasingly challenging texts ranging from Shakespeare's *Romeo and Juliet* to 21st Century 'Travellers' Tales.' They will also further develop their skills as writers, honing their ability to craft 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 for each subject. Below outlines what students will be covering throughout the year in both subjects.

GEOGRAPHY

In Year 8, 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

In Year 8, students will study the Tudor period in England and the impacts it had on the Church and State. Students will assess how religion changed over time by utilising the key historical skills of change and continuity. Students will then move on to studying Elizabethan England and developing their source analysis skills by comparing primary and secondary sources on Elizabeth I. Students will finish the year by studying the slavery and its development during the industrial period.

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>Topic: Africa</p> <ul style="list-style-type: none"> • Location • Human and physical features • Biomes • Natural Resources • Piracy <p>Topic: Weather and Climate</p> <ul style="list-style-type: none"> • What is weather • Global weather concepts • Rainfall and pressure • Climate zones • Weather hazards - Hurricanes <p>Topic: Brazil</p> <ul style="list-style-type: none"> • Location • Human and physical features • Amazon Rainforest • Urban areas – problems and solutions 	<p>The Reformation:</p> <ul style="list-style-type: none"> • Henry VIII • Henry’s religious changes • Break from Rome • Consequences of the Break from Rome • Edward VI • Mary I • Elizabeth I (Middle Way) <p>Elizabethan England:</p> <ul style="list-style-type: none"> • Elizabeth I • Life in Elizabethan England • Spanish Armada (causes and consequences) <p>Slavery:</p> <ul style="list-style-type: none"> • Origins of slavery • Transatlantic Slave Trade • Middle Passage • Slave auctions • Life on the plantations
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 8, students will follow a course of study that develops their technical knowledge, problem solving skills as well as digital literacy. The following curriculum will allow students to become active participants in the digital world by learning cutting edge skills such as HTML for creating web pages and App Inventor for creating apps.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none">Digital literacyIntroduction to Python programming	<ul style="list-style-type: none">Representations – from clay to siliconDeveloping for the Web	<ul style="list-style-type: none">Modelling data using spreadsheetsAI Safety
Key Skills	Digital literacy Digital citizenship Cyberbullying awareness Critical evaluation Research	Planning Creativity Collaboration Curiosity Problem solving	Design Data entry Data analysis Programming concepts Logical thinking
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://www.w3schools.com/html/>
- <https://appinventor.mit.edu/>
- <https://edu.gcfglobal.org/en/topics/office2016/>

ISLAMIC STUDIES

يقوم منهاج الصف الثامن 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 للطالب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
محور الوحي الإلهي	حفظ وتفسير المعاني العامة لآيات من القرآن الكريم (سورة ق ١-١٥).	حفظ وتفسير المعاني العامة لآيات من القرآن الكريم (سورة ق ١٥-٢٣).	حفظ الآيات الكريمة من سورة (سورة ق)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (ق)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (الرحمن)، مع آداب التلاوة وقواعد التجويد،	التواضع
محور السنة النبوية	وصف غزوة الأحزاب،	استخلاص مواقف حرص النبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب	جوانب من حياة الإمام أبي حنيفة، وبعض الدروس والعبر المستفادة من سيرة الإمام أبي حنيفة.	جوانب من حياة الإمام أبي حنيفة، وبعض الدروس والعبر المستفادة من سيرة الإمام أبي حنيفة.	كفالة اليتيم صلاة الضحي والليل	
محور قيم الإسلام وآدابه	أثر مراقبة الله تعالى على السلوك	أثر مراقبة الله تعالى على السلوك	قيمة التسامح في معاملاته وعلاقاته الإنسانية	قيمة التسامح في معاملاته وعلاقاته الإنسانية		
محور أحكام الإسلام ومقاصدها	حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية.	حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية.	أنواع صلاة التطوع وأثرها في حياة المسلم.	أنواع صلاة التطوع وأثرها في حياة المسلم.		
محور العقيدة	أدلة وحدانية الله تعالى	أدلة وحدانية الله تعالى	أدلة وحدانية الله تعالى	أدلة وحدانية الله تعالى		
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

- www.serai-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



MATHEMATICS

In Year 8, 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 8 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">• Number Sense• Ratio and scale• Multiplicative change• Multiplying and dividing fractions• Brackets, equations and inequalities• Angles• Working in the Cartesian plane	<ul style="list-style-type: none">• Sequences• Working in the Cartesian plane• Handling data• Fractions and percentages• Indices• Standard index form• Area	<ul style="list-style-type: none">• Probability• Representing data• Measures of location and spread• Reflections
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:

- www.khanacademy.org
- www.hegartymaths.com
- www.bbc.com/education/subjects/zqhs34j
- www.corbettmaths.com



MODERN FOREIGN LANGUAGES (MFL) : FRENCH & SPANISH

New students who join Metropole in Year 8 can choose to study either French or Spanish. 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 7, will continue with their same choice of language in Year 8.

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. They will be assigned to either a French or Spanish class accordingly. Unfortunately, students are not allowed to switch between languages.

We follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop the language learning skills of listening, speaking, reading and writing by studying a broad range of topics. Similarly to Year 7, students will study a range of different topics over the year to broaden their range of vocabulary which they can then apply in different settings. Furthermore, students will continue to develop their awareness of diversity, and our curriculum intends to nurture students into true global citizens, and it's our belief that we are empowering students to become the leaders of tomorrow's world.

The subject will encourage students to independently evaluate their performance in the various course elements and it will regularly give them time to work on their identified area for improvement allowing for personalised learning and feedback. All of our lessons are taught mainly in the target language and students are also encouraged to reply in the target language.

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

	Term 1	Term 2	Term 3
Content	Talking about television programmes Talking about films, books and the internet Using the perfect past tense Saying what you did yesterday Saying what you did in Paris Saying when you did things Discussing tourist attractions Saying where you went and how Asking questions in the perfect tense	Talking about personalities and relationships Talking about music Agreeing and disagreeing Talking about clothes Talking about your passion Using past, present and future tenses Describing where you live and your home Talking about food and meals Discussing what food to buy Talking about an event	Talking about talent and ambition Modal verbs Encouraging or persuading someone Giving instructions Saying who is the best, the most and the least Using a range of tenses and structures
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	Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Saying what food you like and giving opinions Describing mealtimes Ordering a meal Discussing what to buy for a party Giving an account of a party	Saying what you use your phone for Saying what type of music you like Talking about TV Saying what you did yesterday Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sporting events	Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip Discussing holiday destinations
Assessment	Reading, Speaking, Listening, Writing, Grammar		

Useful Websites:

- www.languagenut.com
- www.pearsonactivelearn.com
- www.languagesonline.org.uk
- www.wordreference.com
- <https://en.pons.com/translate>
- www.linguascope.com



PERFORMING ARTS : DRAMA & MUSIC

In Year 8 students will have 1 hour of Music and 1 hour of Drama a week.

In Year 8 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
Topic 1A	<p><u>Performance 1</u> <u>Topic Title ; Hooks & Riffs</u> Students learn about ostinatos, melodic, patterns and put their knowledge into practical performances.</p>	<p><u>Topic 1: Devising from Social Media</u> In this unit, students use real-world issues around social media as a stimulus to devise original performances, exploring character, message, and structure.</p>
Topic 1B	<p><u>Music Technology 1</u> <u>Topic Title ; Introduction to Music Tech</u> In this unit students are introduced to the basics of composing using music technology.</p>	<p><u>Topic 2: Script Work</u> Students will study and perform from a published script, developing their skills in interpretation, characterisation, and working as an ensemble.</p>
Topic 2A	<p><u>Composition 1</u> <u>Topic Title ; Variations</u> In this unit students are tasked with composing a variation of the famous piece Fere Jacques.</p>	<p><u>Topic 3: Exploring Shakespeare</u> In this unit, students explore a Shakespearean text through practical activities, unlocking character, language, and meaning for modern performance.</p>
Topic 2B	<p><u>World Music Passport</u> <u>Topic Title ; A journey around the Middle East & Asia</u> In this research unit, students will create a musical passport exploring music from around the Middle East and Asia.</p>	<p><u>Topic 4: Whodunnit Drama</u> Students explore the genre of mystery performance, building tension, developing characters, and creating scenes that lead to a dramatic reveal.</p>
Topic 3A	<p><u>Performance 2</u> <u>Topic Title ; Melodies & Basslines</u> In this topic students take on the task of performing a melody and bassline piece of this own choosing.</p>	<p><u>Topic 5: Physical Theatre – Frantic Assembly</u> In this unit, students learn key Frantic Assembly techniques to explore storytelling through movement, ensemble work, and non-naturalistic performance.</p>
Topic 3B	<p><u>Ensemble Performance 1</u> <u>Topic Title ; Putting on a performance</u> In this unit students work as an ensemble of a chosen piece.</p>	<p><u>Topic 6: Verbatim Theatre</u> Students explore how to use real people's words as performance material, learning how to shape interviews and testimonies into powerful, authentic drama.</p>



PHYSICAL EDUCATION

Students in Year 8 will continue experiencing a broad and creative curriculum that has been thoroughly mapped so experiences and prior learning can continue to be built and further developed. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

Basic GCSE Physical Education concepts and theories will also be addressed throughout the various units of work allowing students to develop the knowledge and skills to be physically active and healthy in later life. Our curriculum will promote a love of physical activity and the confidence to participate. In addition, students will be able to evaluate their own health and fitness levels using data effectively and implement effective programs to further enhance their ability levels.

In line with the GEMS Metropole Active School vision, Physical Education and Sport is embedding student's 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 and the body/Strength and Conditioning, Football, Swimming, Athletics, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis, Nutrition, Combat, Dance and Cheerleading
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>



SCIENCE

Welcome to Year 8 Science! This course is designed to build upon the foundations you established in Year 7 and prepare you for your journey towards AQA GCSE Science. Our aim is to develop your understanding of key scientific principles and to enhance your practical and investigative skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> ➤ Unit B2.1: Tissues and Organs <ul style="list-style-type: none"> • <i>Key Concepts:</i> The structure and function of the skeletal, muscular, and respiratory systems, and how drugs can affect bodily systems. • <i>Activities:</i> Investigating muscle strength, modelling breathing mechanisms, and debating organ donation. ➤ Unit C2.1: Acids and Alkalis <ul style="list-style-type: none"> • <i>Key Concepts:</i> The pH scale, neutralisation reactions, and the reactions of acids with different substances. • <i>Activities:</i> Using indicators, performing neutralisation and salt-making experiments, and investigating acids and carbonates. ➤ Unit P2.1: Movement and Pressure <ul style="list-style-type: none"> • <i>Key Concepts:</i> Speed, pressure, and how forces affect motion in different contexts. • <i>Activities:</i> Calculating speed using distance-time graphs, investigating pressure in solids and liquids, and applying formulae in context. 	<ul style="list-style-type: none"> ➤ Unit C2.2: Changing Substances <ul style="list-style-type: none"> • <i>Key Concepts:</i> Chemical changes, conservation of mass, and chemical equations including redox reactions. • <i>Activities:</i> Practising balancing equations, observing reactions such as combustion and metal-acid reactions, and testing for gases ➤ Unit P2.2: Magnetism <ul style="list-style-type: none"> • <i>Key Concepts:</i> Magnetic fields, electromagnets, and Earth's magnetic field. • <i>Activities:</i> Building electromagnets, testing their strength, and exploring magnetic field patterns. ➤ Unit B2.3: Life Diversity <ul style="list-style-type: none"> • <i>Key Concepts:</i> Inheritance, variation, natural selection, and the impact of biodiversity. • <i>Activities:</i> Analysing inherited traits, exploring artificial and natural selection case studies, and researching human impact on biodiversity. 	<ul style="list-style-type: none"> ➤ Unit B1.2: Reproduction <ul style="list-style-type: none"> • <i>Key Concepts:</i> Human and plant reproductive systems, including sexual and asexual reproduction and stages of development. • <i>Activities:</i> Comparing reproductive strategies, observing seed dispersal methods, and analysing data from reproduction practicals. ➤ Unit P2.3: Electric Circuits – Resistance <ul style="list-style-type: none"> • <i>Key Concepts:</i> Resistance in circuits, Ohm's Law, and how resistance is affected by different factors. • <i>Activities:</i> Measuring current and voltage, investigating resistance in wires and circuits, and applying Ohm's Law. ➤ Unit B2.4: Nutrition <ul style="list-style-type: none"> • <i>Key Concepts:</i> Components of a healthy diet, the digestive system, and plant and human nutrition. • <i>Activities:</i> Modelling nutrient absorption, food testing, and investigating enzyme activity and digestion.



SCIENCE (continued)

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> ➤ Unit B2.2: Respiration and Photosynthesis • <i>Key Concepts:</i> Differences between aerobic and anaerobic respiration, the role of photosynthesis, and adaptations in plants. • <i>Activities:</i> Investigating muscle fatigue and photosynthesis rates, exploring plant adaptations, and analysing lifestyle risks. 	<ul style="list-style-type: none"> ➤ Unit C2.3: Earth Systems • <i>Key Concepts:</i> Types of rocks, the rock cycle, the water cycle, and environmental impacts such as pollution. • <i>Activities:</i> Investigating different rock types, modelling the water cycle, and researching air pollution and its effects. 	<ul style="list-style-type: none"> ➤ Unit P2.4: Light (Not assessed in Year 8) • <i>Key Concepts:</i> Behaviour of light including reflection, refraction, and colour. • <i>Activities:</i> Practical investigations of lenses and refraction, exploring how light behaves in different media.
Assessment	<ul style="list-style-type: none"> • Your progress will be assessed through a combination of: • 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. 		

Practical Skill 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 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.

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.thenational.academy/> (full lessons)
- 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 aquathon, 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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