

# THE ACTIVE SCHOOL



## CURRICULUM HANDBOOK

Year 9

2025 - 2026

*Discover*  
LEADERSHIP



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

**GEMS**  
EDUCATION



## 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 9

Dear Year 9 Students and Parents,

Welcome back to the new academic year and your final year in the Active School. I hope you all enjoyed a fantastic summer full of adventures, quality time spent with family and friends, and hopefully some rest and relaxation. It has been a real privilege to witness your growth over the last two years – both personally and academically. I am delighted to be continuing this journey with you into Year 9, a year that marks a key step in your time at MTS, and I am looking forward to seeing you all continue to shine in all that you do. To those who will be joining us as new students this year, I can assure you that you will be warmly welcomed into a fantastic year group and a highly supportive community here in Metropole..

I hope you are all looking forward to the opportunities and challenges that Year 9 has to offer. It is a year where you will be encouraged to take greater ownership of your learning, think more independently, and set ambitious goals as you explore the abundance of opportunities available to you. I encourage you to be receptive to the advice, guidance and support of those around you, both in school and at home, to ensure you feel prepared to make informed choices which set you up for the bright futures that lie ahead of all of you.

Since this year will be your final year in the Active School, take the opportunity to embody our ethos of active leaders, learners and citizens who embrace an active lifestyle. Our warm and welcoming school community is what makes MTS the fantastic school it is, and we want to see you proactively promoting our core values through your actions.

At GEMS Metropole, we are proud to deliver high-quality education, but we are equally proud of our warm, inclusive community. Your wellbeing matters deeply, and we are committed to ensuring that you feel safe, valued, and supported each day. Together with the wider pastoral team, I will continue to work hard to promote a positive environment where everyone can thrive. With your support as students and parents, we will continue to strengthen our sense of community and belonging.

I am very grateful for the positive relationships I have built with all of you this year and I look forward to meeting our new families and supporting a smooth transition for your children as they settle into Metropole. I hope to work closely not only with our students but also with parents and families. A strong home-school partnership is essential, and I truly value the support we receive from you in helping us put students first in everything we do.

Best of luck for the year ahead and this exciting next step in your MTS journey.  
We will be there to support you every step of the way!

Best regards,

**Ms. Olivia Parr**  
Head of Year 9



**Ms. Olivia Parr**  
Head of Year 9



## 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 9 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	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	50

## ARABIC A

يقوم منهاج الصف التاسع على المهارات والمفاهيم التالية: المهارات 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 المؤكد والمجمل والمفصل والاستعارة) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (والحال، والتمييز، وأدوات نصب الفعل المضارع، وأدوات الجزم و التركيب الإضافي، والفعل الأمر).

مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقيم 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 بفاعلية 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 التعلم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: من تجارب الحياة. -قصة: أعظم نعمة -النص المعلوماتي: كُن أنت. -النص الشعري: إلى شباب بلادي. -النص المعلوماتي: الإدمان على الإنترنت.	الموضوعات: "مهارة القراءة" -شعر: يوم الشهيد. -قصة: مسافر بالدرجة الثالثة. -النص المعلوماتي: أدمغتنا لا تحب القصص. -شعر: الحجر الصغير. -النص المعلوماتي: من أجل نمط عيش صحي.	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحًا الفكرة الرئيسة والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يفسر الكلمات مستخدمًا المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها. -يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات. -يحدد الأحداث التي تطور الحكمة موضحًا كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات. -يتتبع السرد والوصف والحوار في القصة. -يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة. -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -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 الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. -يتعرف التمييز ويعربه إعرابًا صحيحًا ويوظفه في كتابته. -يتعرف التشبيه المفصل والمجمل والمؤكد ويحللها، موضحًا مواطن الجمال وينتجها في جمل من إنشائه. -يكتب سيرة ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف المادي، والمقارنة بين الشخصيات. -يكتب تقريرًا بحثيًا عن فكرة أو قضية مهمة، وي طرح سؤالًا مركزيًا واحدًا مؤسسًا لفكرة مركزية مطورًا الفكرة بالأدلة والأمثلة.
	الموضوعات: "مهارة التحدث والاستماع" الاستماع: ( ذلك النبع قديم). المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: الحال. البلاغة: التشبيه المفصل والمجمل. الكتابة الإبداعية: نص سردي: آمال ذهبت مع الريح.	الموضوعات: "مهارة التحدث والاستماع" الاستماع: القدرات الكامنة. المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: التمييز. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: تقرير بحثي.	

## ARABIC A (continued)

	Term 2A	Term 2B	نواتج التّعلم
<b>Term 2 Content</b>	<p>الموضوعات: "مهاراة القراءة"</p> <p>-وصية ذي الأصبع العدواني.</p> <p>-قصة: نظرة.</p> <p>-النص المعلوماتي: كُن أنت.</p> <p>-النص الشعري: وداعًا يا أحبائي.</p> <p>-النص المعلوماتي: صناعة السفن الخشبية..</p> <p>الموضوعات: "مهاراة التّحدث والاستماع"</p> <p>الاستماع: رجال اللؤلؤ.</p> <p>المحادثة: البحر أسرار وثروات..</p> <p>اللغة ( النحو والبلاغة):</p> <p>النحو: أدوات نصب الفعل المضارع..</p> <p>البلاغة: التشبيه المؤكد.</p> <p>الكتابة الإبداعية:</p> <p>-متى تخطط لمستقبلك؟</p>	<p>الموضوعات: "مهاراة القراءة"</p> <p>-شعر: الإمارات نبض روحي وقلبي.</p> <p>-قصة: حدادو جبل بولوف.</p> <p>-النص المعلوماتي: الأساطير</p> <p>-قصة: الحوض المسحور..</p> <p>-النص المعلوماتي: السندباد البحري.</p> <p>الموضوعات: "مهاراة التّحدث والاستماع"</p> <p>الاستماع: الحكواتي.</p> <p>المحادثة: الحكايات الشعبية..</p> <p>اللغة ( النحو والبلاغة):</p> <p>النحو: أدوات جزم الفعل المضارع.</p> <p>البلاغة: التشبيه المرسل والمؤكّد.</p> <p>-الاستعارة.</p> <p>الكتابة الإبداعية:</p> <p>- التعصب الأعمى للأفكار والأشياء..</p>	<p>-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحًا الفكرة الرئيسة والجزئية والتفاصيل المساندة.</p> <p>-يحلل النصوص في سياقاتها المختلفة.</p> <p>-يفسر الكلمات مستخدمًا المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها.</p> <p>-يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات.</p> <p>-يحدد الأحداث التي تطور الحكمة موضحًا كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات.</p> <p>-يتتبع السرد والوصف والحوار في القصة.</p> <p>-يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة .</p> <p>-يفسر مصطلحات علمية في مجال العلوم الإنسانية.</p> <p>-يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة.</p> <p>-يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلاً أو أكثر.</p> <p>-يتعرف أدوات نصب الفعل المضارع، وحالات نصبه.</p> <p>-يتعرف أدوات جزم الفعل المضارع وحالات جزمه.</p> <p>-يتعرف التشبيه المرسل، والمؤكّد ويحللها، موضحًا مواطن الجمال وينتجها في جمل من إنشائه.</p> <p>-يتعرف الاستعارة، وينتجها في جمل من إنشائه.</p> <p>-يكتب نصوصًا تفسيرية قائمة على الوصف، أو الشرح، أو المقارنة والمقابلة، أو المشكلة والحل، ليعرض وجهة نظره التي تناولها مقدمات مقنعة وأمثلة وتفصيل.</p>
<b>Term 3 Content</b>	<p>الموضوعات: "مهاراة القراءة"</p> <p>-النص المعلوماتي: عالم الذئب الملمم.</p> <p>-رواية ذئب اسمه طواف.</p> <p>الموضوعات: "مهاراة التّحدث والاستماع"</p> <p>الاستماع: الأيل.</p> <p>المحادثة: عالم البراري.</p> <p>اللغة ( النحو والبلاغة):</p> <p>النحو: حالات بناء الفعل الأمر.</p> <p>-التركيب النعني.</p> <p>البلاغة:</p> <p>الكتابة الإبداعية:</p> <p>نص إقناعي: هل الوطن ضرورة ملحة.</p>	<p>الموضوعات: "مهاراة القراءة"</p> <p>-رواية: ذئب اسمه طواف.</p> <p>الموضوعات: "مهاراة التّحدث والاستماع"</p> <p>المحادثة: حيوانات مهاجرة..</p> <p>اللغة ( النحو والبلاغة):</p> <p>النحو: ضمائر الجر المتصلة.</p> <p>البلاغة: الاستعارة.</p> <p>الكتابة الإبداعية:</p> <p>نص إقناعي: صيد الحيوانات متعة أم إيذاء</p>	<p>-يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة .</p> <p>-يفسر مصطلحات علمية في مجال العلوم الإنسانية.</p> <p>-يلخص النص بموضوعية ناقلاً غاية الكاتب بدقة ذكر نقاطا محدودة رئيسة قدمها المؤلف لدعم غايته.</p> <p>-أن يحدد الأحداث التي تطور الحكمة موضحًا كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات في الرواية.</p> <p>-أن يحلل الشخصيات من خلال أفكارها وأقوالها وأفعالها.</p> <p>-يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة.</p> <p>-يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلاً أو أكثر.</p> <p>-يتعرف الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية.</p> <p>-يتعرف التمييز ويعربه إعرابًا صحيحًا ويوظفه في كتابته.</p> <p>-يتعرف التشبيه المفصل والمجمل والمؤكّد ويحللها، موضحًا مواطن الجمال وينتجها في جمل من إنشائه.</p> <p>-يكتب نصوصًا إقناعية مقدمًا وجهة نظره في قضية أو موضوع مدعومة بأدلة داعمة من مصادر مختلفة.</p>
<b>Assessment</b>	<p>سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.</p>		



## ARABIC B

In Year 9, Arabic B updated curriculum aims to cover different levels to meet the student's needs. The curriculum focuses on real life activities or situations or public figures, students will learn and apply their learning developing their language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will demonstrate new ways to build strong base in asking and answering questions about key details in texts and reading aloud. Students will present their work or presentations orally or through other media. In addition, students learned how to write different types of texts (articles, informative essays, description essays, journals, persuasive essays) 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>	<p><b>Unit: The World of Dreams</b></p> <ul style="list-style-type: none"> <li>dream house</li> <li>dream job</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>plural of masculine</li> <li>plural of feminine</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>writing a description text about the dream house, and the problem of housing in many countries in the world</li> <li>designing a personal CV and try to write about their dream jobs\ and how to get it</li> </ul>	<p><b>Unit: Fame and Celebrities</b></p> <ul style="list-style-type: none"> <li>meeting a celebrity</li> <li>advantages and disadvantages of the fame</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>the connected pronouns الضمائر المتصلة</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>writing a dialogue with a celebrity</li> <li>writing a convincing text about the advantages and disadvantages of the fame, and give examples from real life</li> </ul>	<p><b>Unit: Memories</b></p> <ul style="list-style-type: none"> <li>my journals (my mom is my queen)</li> <li>diary of a wimpy kid</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Possessive pronouns</li> <li>similarity (التشبيه)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Writing in a journal about a special day, or occasion, day of the week.</li> <li>compare between diaries and journals</li> <li>writing about a diary during Covid and online learning</li> </ul>	<p><b>Unit: Influential Characters</b></p> <ul style="list-style-type: none"> <li>Sheikh Zayed</li> <li>Helen Keller</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>similarity (التشبيه)</li> <li>types of similarity (أنواع التشبيه)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>writing a discretionary text about Sheikh Zayed and his achievements</li> </ul>	<p><b>Unit: Social Media</b></p> <ul style="list-style-type: none"> <li>old way of communication</li> <li>advantages and disadvantages of social media</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>negative sentences form / command sentences form (أسلوب التعجب / النهي)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>comparing old ways of communication with the current ones</li> <li>writing a convincing text about the advantages &amp; disadvantages of social media</li> </ul>	<p><b>Unit: The World of Cinema</b></p> <ul style="list-style-type: none"> <li>the history of cinema</li> <li>what to watch? (Rating movies)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>the irregular plural (جمع التذكير)</li> <li>connections (بينما - بالإضافة إلى - لكن - لأن)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>writing a report about the cinema in the past and now</li> <li>writing a report about movies festivals and how to rate movies</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

Year 9 students will build on their experience and knowledge they have gained in Year 8 and will progress to more in-depth projects. They will explore new materials and subjects as well as developing their drawing skills. Students will gain advance their skills in painting, drawing, sculpture, printmaking and linking their work to the work of others. Projects are designed to fit more closely with the GCSE requirements to promote a smoother transition from KS3 to KS4.

	Term 1	Term 2	Term 3
Content	<p><b>Natural Forms - Sculpture (Venus Fly Trap Sculptures):</b></p> <p>In Term 1, students are embarking on a newly developed project around the natural forms.</p>	<p><b>Pop Art – mixed media: (Logos)</b></p> <p>In Term 2, students will explore the iconic Pop Art movement through a mixed media logo outcome.</p>	<p><b>Reductive Printmaking</b></p> <p>Milk carton etching (dry point printmaking alternative)</p>



## ART AND DESIGN *(continued)*

### COURSE OVERVIEW *continued*

Content	Term 1	Term 2	Term 3
<p><b>Content</b></p>	<p>Students will begin with tonal drawing exercises where they will explore natural forms to allow them to become more familiar with natural, organic shapes and the surface texture variety of plants.</p> <p>Students will design their own interpretation of a Venus fly trap plant. It can be as realistic or stylized as they wish. Throughout this project, students will build on techniques they have already been exposed to, to further develop their understanding of the processes and allow a focus of refinement. Using foil and mod rock, students will create the main part of the plant. Using traditional coil building techniques, they will then create their own plant pot, to house their Venus fly trap. Students will embellish their sculpture using any 3D materials they feel will best realize their designs.</p> <p>To conclude this project, students will paint their sculptures to reflect their initial plans, allowing their ideas to evolve as they wish.</p>	<p>Students will select their own logos to reflect their own interests. They will gain an understanding of balance with an emphasis on compositional and colour balance. They will draw their outlines on A3 paper implementing layering and overlapping techniques to create a sticker bomb effect.</p> <p>Before students add colour to their work, they will explore a range of watercolour techniques and processes, producing a wide range of effects which will be applied to their logo outcome. Students will be required to select two more appropriate mediums to add to their design.</p> <p>As work progresses, students will engage in mini classroom galleries where they will support each other through peer evaluations and critiques to ensure they are finishing their work to a high standard.</p>	<p>In Term 3, students will explore an alternative reductive printmaking process. Students will begin this project by experimenting with the sgraffito process on a small scale. Developing an understanding of textures and patterns, students will be introduced to the process of carving into a surface.</p> <p>Students will carve their design onto the inside of a milk carton, while reinforcing their understanding of line, tone, texture, shape and form.</p> <p>Students will learn how to ink up their etched surface and accurately transfer their print to a surface.</p> <p>Building on their manual manipulation skills from previous projects, students will extend their learning by exploring ways to develop their work.</p>



## ART AND DESIGN *(continued)*

### COURSE OVERVIEW *continued*

Content	Term 1	Term 2	Term 3
<b>Assessment</b>	<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 Year 9 English course is designed to reinforce, consolidate, and develop the knowledge and skills that have been embedded throughout our Key Stage Three Curriculum. It is built around the interrelated strands of language, literature and literacy as well as forming a transition to the English Language and English Literature IGCSE courses.

In Year 9, students will move from studying poetry in isolation, to making connections and comparisons between the works of two or more poets. When studying both modern poems and poems from the literary canon, they will begin to consider more deeply the significance of the context in which they were written. Students will also have opportunity to write for different audiences and forms as well as develop and refine skills needed for their own writing such as effective research and proof reading through the Plastic Pollution inquiry-led project. In addition, our Year 9 curriculum also introduces students to the conventions of drama texts and their place in the literary canon. One lesson a week is a dedicated reading lesson.

### How will students reading and writing skills be assessed?

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

### GEOGRAPHY

In Year 9, 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 9, students will focus on Europe in the 21<sup>st</sup> century and in particular, World War 1 and World War 2. Students will begin their study by focusing on the causes of the First World War. Students will then study the chronology of World War 1 by looking at different events that took place with an independent study on a topic of their interest. The second topic of Year 9 will focus on the inter-war years and primarily why World War 2 began. This will provide the opportunity for a comparison of World War 1 and World War 2. Year 9 will culminate in a study of World War 2 and life on the Home Front. Students will develop their source analysis skills to complete an in-depth study on the Home Front.

### 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>Development</b></p> <ul style="list-style-type: none"> <li>• Development indicators</li> <li>• Comparing HIC's, LIC's, NEE's</li> <li>• Comparing development within countries</li> <li>• Development and globalization</li> <li>• Reducing the development gap</li> <li>• Environmental issues</li> </ul> <p><b>Plate Tectonics</b></p> <ul style="list-style-type: none"> <li>• The structure of the earth</li> <li>• The plates of the earth</li> <li>• What are earthquakes and how are they measured</li> <li>• Case study of an earthquake</li> <li>• The structure of a volcano</li> <li>• Case study of a volcano</li> <li>• Managing tectonic hazards</li> </ul> <p><b>Population</b></p> <ul style="list-style-type: none"> <li>• Population explosion over time</li> <li>• Population density and change</li> <li>• The Demographic Transition Model</li> <li>• Population pyramids</li> <li>• Migration</li> <li>• Migration case study</li> <li>• Linking migration, population to urbanization</li> </ul>	<p><b>Causes of World War 1:</b></p> <ul style="list-style-type: none"> <li>• Europe in 1914</li> <li>• Long term causes of WW1</li> <li>• Short term causes of WW1</li> <li>• Assessment on causation</li> </ul> <p><b>World War 1:</b></p> <ul style="list-style-type: none"> <li>• Censorship and propaganda</li> <li>• Conscription</li> <li>• Trench warfare</li> <li>• Medicine</li> <li>• Role of women</li> <li>• Role of Empire</li> <li>• Presentation assessment</li> </ul> <p><b>Inter-war years:</b></p> <ul style="list-style-type: none"> <li>• End of World War 1</li> <li>• Treaty of Versailles</li> <li>• Hitler's rise to power</li> <li>• Causes of WW2</li> </ul> <p><b>World War 2:</b></p> <ul style="list-style-type: none"> <li>• Key battles</li> <li>• Life on the Home Front</li> <li>• Role of women</li> <li>• Rationing</li> <li>• Evacuation</li> <li>• Source Assessment on Evacuation</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 9, students will build on the programming skills and computing concepts which have been developed in Year 7 and 8 in preparation for student's option choices. Students will have a further insight into both Computer Science and ICT topics to allow them to decide which path they would like to pursue for GCSE. Students will develop their capability, creativity and knowledge in both subjects using the following curriculum.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> <li>Digital Literacy</li> <li>HTML</li> </ul>	<ul style="list-style-type: none"> <li>Data science</li> <li>Python programming with sequences of data</li> </ul>	<ul style="list-style-type: none"> <li>Representations – going audiovisual</li> <li>AI Foundation</li> </ul>
Key Skills	Digital literacy Digital citizenship File Management Recall Critical thinking	Problem solving Programming concepts De-bugging Logical thinking Resilience	Creativity Design Networking Planning Collaboration
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://replit.com/new/python3>
- <https://www.codecademy.com/learn/learn-python>
- <https://www.w3schools.com/html/default.asp>
- <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 للطلاب 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	يحفظ ويفسر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسر معاني آيات من القرآن الكريم من سورة يس	ح يحفظ ويفسر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسر معاني آيات من القرآن الكريم من سورة يس
محور السنة النبوية	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	العلم نور	الايمان والندور
محور قيم الإسلام وآدابه	سيرة النبي صلى الله عليه وسلم الأب المربي والجد الرحيم.	الأب المربي والجد الرحيم.	الأب المربي والجد الرحيم.	الأب المربي والجد الرحيم.		
محور أحكام الإسلام ومقاصدها	الإخلاص والرياء	الإخلاص والرياء	أنواع الأمن، وبيّن عواملها، وُحدّد أولوياتها، ويصمّم برنامجًا مناسبًا عنها، موضحة أهمية الأمن والمسؤولية الفردية والجماعية عنه.	أنواع الأمن، وبيّن عواملها، وُحدّد أولوياتها، ويصمّم برنامجًا مناسبًا عنها، موضحة أهمية الأمن والمسؤولية الفردية والجماعية عنه.		
Assessment	وفي نهاية الفصل الدراسي يجري سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

### Useful Websites:

- [www.seraj-uae.com](http://www.seraj-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 9, students focus on the fundamental skills and topics that will prepare them for the IGCSE examinations. Students build on prior knowledge and will also be introduced to new concepts and methods. To supplement this work, students will also be working on functional skills tasks, which apply mathematics in everyday situations and work on students' problem-solving skills.

### COURSE OVERVIEW

#### Pearson Edexcel Course Code 4MA1

The Pearson Edexcel International GCSE in Mathematics qualification enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques
- Acquire a foundation of mathematical skills for further study in the subject or related areas
- Enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- Appreciate the importance of mathematics in society, employment and study

The course covers the following content headings:

- Number
- Ratio
- Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics
- Probability

#### How will the course be assessed?

Students will sit termly assessments which cover all content covered up until that point.

#### Further Opportunities

On successful completion of the IGCSE, students can continue their study of Mathematics by undertaking the two-year International A Level Mathematics course, the prerequisite for this course is 125/200 at IGCSE. Students who have studied Mathematics may go on to study and work in fields such as engineering, statistics, financial markets, research, teaching and economics due to their strong understanding of number and acquired problem solving skills.

### 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 9 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 8, will continue with their same choice of language in Year 9.

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. 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 8, 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 social media Giving your opinion about someone Arranging to out Describing a date Describing an event Learning about parts of the body Talking about sports and healthy eating Making plans to get fit	Describing jobs Saying what you used to do Describing your future and your past Talking about your job Discussing holidays Discussing what you take on holiday Visiting a tourist attraction	Discussing what you are allowed to do Explaining what's important to you. Talking about things you buy Describing what makes you happy Learning about human rights issues
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 things you like Talking about your week Talking about films Talking about birthday celebrations Saying what you have to do at work Saying what job you would like to do	Talking about your diet and your lifestyle Discussing daily routines Talking about ailments Understanding Spanish idioms Talking about children's lives And their rights Talking about your journey to school Environmental and world issues	Meeting and greeting people Talking about a treasure hunt Describing a day trip Discussing buying souvenirs Discussing the final day of a visit Reading authentic texts about Madrid
Assessment	Reading, Speaking, Listening, Writing, Grammar		

### Useful Websites:

- [www.linguascope.com](http://www.linguascope.com)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- [www.wordreference.com](http://www.wordreference.com)
- <https://en.pons.com/translate>
- [www.educationperfect.com](http://www.educationperfect.com)



## PERFORMING ARTS : DRAMA & MUSIC

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

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

### COURSE OVERVIEW

	Music	Drama
<b>Topic 1A</b>	<u>Performance 1</u> <u>Topic Title ; Ensemble Performance</u> Using a film music, students learn how to perform as an ensemble.	<u>Topic 1: Brechtian Exploration</u> Using a script as a stimulus, students will devise a performance in the style of Brecht.
<b>Topic 1B</b>	<u>Composition 1</u> <u>Topic title ; Music Technology 1</u> continuing with film music, students compose a soundtrack for a short film.	<u>Topic 2: Theatre in Education</u> Devising an educational performance for younger students using Brechtian conventions.
<b>Topic 2A</b>	<u>Performance 2</u> <u>Topic Title ; Dance Music</u> In this unit students study the development of Dance Music.	<u>Topic 3: Stanislavski Exploration</u> Students will perform a script influenced by Stanislavski's 'The System.'
<b>Topic 2B</b>	<u>World Music Passport</u> <u>Topic Title ; A journey around the Middle East, Asia and a country of their own choice. .</u> In this research unit, students will create a musical passport exploring music from around the Middle East, Asia and a country of their own choice.	<u>Topic 4: Industry Exploration</u> Students will be researching and exploring the Performing Arts Industry and the role it plays within the UAE.
<b>Topic 3A</b>	<u>Composition 2</u> <u>Topic Title ; Music Technology 2</u> Students have the opportunity to compose their own piece of music of their genre of choice.	<u>Topic 5 : Acting for Screen</u> Using Stanislavski conventions, students will act for camera looking at key terminology from in front and behind the camera.
<b>Topic 3B</b>	<u>Performance 3</u> <u>Topic Title : Jazz &amp; Blues</u> In this unit students develop their improvisational skills, using jazz & blues as their influence.	<u>Topic 6: Stage Design</u> Students to design and create production elements linked to a scripted stimulus.



## PHYSICAL EDUCATION

Students in Year 9 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.

GCSE Physical Education concepts and theories will also be addressed, and learners' knowledge extended throughout the various units of work allowing students to develop the 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.

### COURSE OVERVIEW

Throughout the year all students will rotate through the following Sports

<b>Content</b>	Basketball, Fitness and the body/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 9 Science! This year marks the beginning of your AQA GCSE Science course. Our focus will be on deepening your understanding of scientific principles and preparing you for the rigorous study required for your GCSEs. Throughout the year, you'll engage in a variety of activities that will build a strong foundation across biology, chemistry, and physics, setting you up for success in your exams. Building a Solid Foundation

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> <li>➤ <b>Unit B3.1: Growth and Differentiation</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Structure and classification of cells, cell transport mechanisms, mitosis, cancer, and stem cells.</li> <li>• <i>Activities:</i> Microscopy, diffusion and osmosis practicals, investigating bacterial growth, and exploring cell division and disease.</li> </ul> </li> <li>➤ <b>Unit C3.1: The Periodic Table</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Atomic structure, isotopes, electronic configuration, periodic trends, and group reactivities.</li> <li>• <i>Activities:</i> Building models, comparing properties of group 1, 7 and 0 elements, and using data to explain periodic patterns.</li> </ul> </li> <li>➤ <b>Unit P3.1: Acceleration</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Scalars and vectors, Newton's laws, acceleration, motion graphs, and resultant forces.</li> <li>• <i>Activities:</i> Investigating acceleration, analysing velocity-time graphs, and solving vector and motion problems.</li> </ul> </li> <li>➤ <b>Unit B3.2: Human Interaction</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Biodiversity, pollution, global warming, food security, and sustainable resource use.</li> <li>• <i>Activities:</i> Ecosystem modelling, evaluating farming practices, and analysing human impacts through case studies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Unit C3.2: Introduction to Quantitative Chemistry</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Conservation of mass, relative formula mass, percentage composition, concentration, and salt preparation.</li> <li>• <i>Activities:</i> Performing salt-making practicals, practising quantitative calculations, and applying formulae to real data.</li> </ul> </li> <li>➤ <b>Unit P3.2: Heating</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Internal energy, temperature, specific heat capacity, latent heat, and energy calculations.</li> <li>• <i>Activities:</i> Conducting RPA for SHC, comparing insulation materials, and using thermal equations to solve problems.</li> </ul> </li> <li>➤ <b>Unit B3.3: Genetics</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Meiosis, inheritance, DNA structure, gene expression, protein synthesis, and inherited disorders.</li> <li>• <i>Activities:</i> Using Punnett squares, exploring genetic disorders, and evaluating the development of gene theory.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Unit C3.3: Using Resources</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Finite vs renewable resources, water purification, life cycle assessments, and sustainable use of materials.</li> <li>• <i>Activities:</i> Comparing water treatment methods, analysing environmental impact data, and exploring recycling solutions.</li> </ul> </li> <li>➤ <b>Unit P3.3: Sound and Waves</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Wave properties, frequency, wavelength, speed, reflection/refraction, and sound applications.</li> <li>• <i>Activities:</i> Practical wave investigations, analysing wave diagrams, and applying wave equations in context.</li> </ul> </li> <li>➤ <b>Unit P3.4: Home Electricity (Not assessed in Year 9)</b> <ul style="list-style-type: none"> <li>• <i>Key Concepts:</i> Domestic electricity, energy use, power in circuits, safety, and static electricity.</li> <li>• <i>Activities:</i> Modelling the National Grid, comparing energy costs, investigating appliances, and exploring circuit components.</li> </ul> </li> </ul>



## SCIENCE *(continued)*

This year, you will revisit and expand upon key concepts from earlier years, ensuring you have a robust understanding of essential scientific principles. This will involve:

**Reviewing Core Concepts:** Reinforcing your knowledge of topics such as cell biology, atomic structure, energy, and forces.

**Deepening Understanding:** Exploring more complex ideas and how different scientific principles interconnect.

**Developing Practical Skills:** Practical skills are crucial for your success in GCSE Science. Throughout the year, you will:

- **Conduct Experiments:** Engage in hands-on activities to explore scientific concepts and develop your experimental techniques.
- **Analyse Data:** Learn to record, analyze, and interpret data accurately, helping you to understand and evaluate scientific evidence.
- **Write Scientific Reports:** Practice writing detailed and structured scientific reports, a key component of your GCSE assessments.

**Enhancing Analytical and Critical Thinking:** Science is not just about knowledge; it's about thinking critically and solving problems. You will:

- **Solve Problems:** Tackle scientific problems and case studies that require you to apply your knowledge creatively.
- **Evaluate Evidence:** Develop your ability to critically assess the validity and reliability of scientific data and sources.
- **Construct Arguments:** Learn to construct well-reasoned scientific arguments, both in written and oral formats.

**Preparing for GCSE Exams:** As you progress through Year 9, you will start to familiarize yourself with the format and expectations of GCSE exams:

- **Exam Techniques:** Gain insights into effective revision strategies and exam techniques specific to the AQA GCSE Science exams.
- **Practice Questions:** Regularly tackle GCSE-style questions to build your confidence and improve your exam performance.
- **Mock Exams:** Participate in mock exams to experience exam conditions and receive feedback to guide your revision.



## SCIENCE *(continued)*

### Collaborative Learning and Enrichment

Learning is more effective and enjoyable when done collaboratively. This year, you will have opportunities to:

- **Work in Teams:** Collaborate with your peers on projects and experiments, developing your teamwork and communication skills.
- **Participate in Science Clubs:** Engage in additional scientific activities and projects beyond the classroom to deepen your interest and understanding.
- **Interact with Experts:** Attend talks and workshops with guest speakers from various scientific fields to gain broader perspectives on science in the real world.

### Assessment and Feedback

Your progress will be monitored and assessed through a combination of:

- **Classwork and Homework:** Regular assignments to reinforce learning and provide practice.
- **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 and readiness for GCSE exams.
- **Feedback Sessions:** Regular feedback to help you identify strengths and areas for improvement, guiding your study and revision.

### Looking Ahead

Year 9 is a pivotal year in your scientific education. The knowledge, skills, and experiences you gain this year will be crucial as you move forward in your GCSE studies. By the end of Year 9, you will be well-prepared to tackle the challenges of Year 10 and 11, confident in your ability to succeed in your AQA GCSE Science exams.

We are excited to support you on this important journey. Together, we will explore the wonders of science and develop the skills you need for a bright future in science.

### Useful Websites:

- <https://www.educationquizzes.com/ks3/science/> • [https://www.cgpbbooks.co.uk/interactive\\_ks3\\_science](https://www.cgpbbooks.co.uk/interactive_ks3_science)
- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- <https://www.pearsonactivelearn.com/>
- <https://www.thenational.academy/>
- [https://keystagewiki.com/index.php/Science\\_Key\\_Stage\\_3](https://keystagewiki.com/index.php/Science_Key_Stage_3)



## 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 extracurricular 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)*

### CAREER ENRICHMENT

We place great importance on helping our students make informed decisions about their future academic and career paths. These sessions aim to provide comprehensive support to our students in various ways:

- **GCSE Taster Lessons:** We believe that getting a taste of different subjects is essential for students to make well-informed choices. During these sessions, students will have the opportunity to experience short introductory lessons in various GCSE subjects. This firsthand experience will allow them to gain insights into different subjects and their suitability based on their interests and strengths.
- **Subject Information and Guidance:** Our specialised Sixth Form team will offer detailed information and guidance on the GCSE options available to our students. They will cover the entry requirements for each subject, helping students understand the prerequisites and any specific considerations for their chosen subjects.
- **Marketplace Support and Individual GCSE Passport:** We have designed a marketplace support system that aids students in exploring their interests and aligning them with potential career paths. Additionally, students will receive an individual GCSE passport, which will help them track their academic progress and achievements throughout Year 9.
- **Unifrog Access:** To further support our students in their career exploration journey, we provide access to Unifrog, a comprehensive platform that offers a wide range of resources, including career guidance, university and college information, and other valuable tools to help students plan for their future.
- **Guest Speakers:** We understand the importance of exposing our students to real-world experiences and career opportunities. Hence, we invite guest speakers from diverse industries within Dubai to share their insights, experiences, and expertise with our students. This interaction enables students to gain a deeper understanding of different career paths and industries.
- **Q&A with Employers and Employees:** As part of our commitment to providing practical exposure, we organise Q&A sessions where students can directly interact with employers and employees from various sectors. This allows students to ask questions, seek advice, and understand the requirements and expectations of different professions.

Through these dedicated career sessions, we aim to empower our Year 9 students with the knowledge and resources they need to make informed choices for their GCSE subjects and future aspirations. By fostering their interests, skills, and ambitions, we help them develop into well-rounded individuals ready to face the challenges and opportunities that lie ahead.



## 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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