



CURRICULUM HANDBOOK

Year 8

2023 - 2024

ESTABLISHING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION

مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY





INTRODUCTION

Dear Parents and Students,

At Metropole School we believe in fostering a nurturing and inclusive learning environment that enables our students to grow academically, socially, and emotionally. Our dedicated teachers are committed to supporting students and cultivating their talents and interests. As we embark on this journey together, I encourage all our students to embrace curiosity, be open to new ideas, and challenge themselves to reach their full potential. Our school offers a rich and diverse curriculum that not only focuses on academic excellence, but also emphasises the development of essential life skills, critical thinking, and creativity.



We provide excellent education for students from Foundation Stage 1 (age 3) to Year 13 (age 17), offering a variety of iGCSE and A-Level qualifications. The school supports growth in the Ministry of Education subjects of Arabic, Islamic, Social Studies and Moral Education. These subjects help our students develop an understanding of the local and regional heritage, learn about the language of the country and its values.

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

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



INTRODUCTION *continued*

Students study the National Curriculum subjects: English, Maths, Science, ICT/Computer Science, Art, Drama, Music, Dance, History, Geography, Modern Foreign Languages, and Physical Education. In addition, students learn Arabic and Islamic Studies (our Muslim students). Our enrichment programmes provide additional opportunities for students to develop their interests and abilities. As your child moves into Senior school (Years 10-13), they will study for their GCSEs in Years 10 and 11 (with the option of taking a Level 2 BTEC subject) and can opt for A-Levels, Level 3 BTEC, or a combination of these in Years 12 and 13.

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

We are very much committed to growing leaders at Metropole School, and so our curriculum has been designed to provide students with ample opportunities to develop skills and gain accreditations related to leadership. Throughout our Prep and Senior schools, students will be encouraged to establish their leadership and embrace leadership opportunities!

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. Daniella Aschettino
Secondary Headteacher



SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino
Secondary Headteacher



Mr. Sean Dennis
Head of Prep



Ms. Sinead McElhone
Deputy Headteacher



Ms. Kelly Lohe
Deputy Headteacher



Mr. Greig Barnes
Assistant Headteacher



Mr. Simon Humphreys
Assistant Headteacher



Mr. Martin Booter
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 8

Dear Year 8 Students,

Welcome to a new and exciting chapter on your Prep School journey. It is with great pleasure we welcome you back or welcome you into our School for year 8 and look forward to the wonderful things this year has to offer!

At GEMS Metropole, we believe in fostering a positive and inclusive learning environment that values diversity, promotes critical thinking, and encourages active participation. As Year 8 students, you will have the opportunity to explore a wide range of subjects, delve deeper into areas of interest, and expand on your knowledge from year 7. Our dedicated teachers are committed to providing you with the highest quality education and inspiring you to reach your full potential.

Throughout this academic year, you will encounter a variety of academic and co-curricular activities that aim to enhance your skills, broaden your horizons, and foster teamwork. Engaging in sports, Mustangs Squads, ECA clubs, leadership and community initiatives such as home learning projects will not only help you develop valuable life skills but also create lasting memories and friendships.

As you navigate Year 8, I encourage you to maintain a positive mindset, embrace challenges as opportunities for growth, and strive for excellence in all your endeavors. Remember that your teachers, counsellors and support staff are always here to guide and assist you. Don't hesitate to reach out to us whenever you need advice, clarification, or a helping hand.

I also urge you to take an active role in your own learning. Set goals, manage your time effectively, and engage in self-reflection to identify areas of improvement. Embrace a curious mindset, ask questions, and participate actively in class discussions. Remember that the more you invest in your education, the greater the rewards will be.

I encourage you to embrace new challenges with a growth mindset. Learn and grow from mistakes you make, challenging yourself to be the best version of yourself. Take risks in your learning and education by putting yourself forward for something new or different, a competition or answering a question. Take on a sense of adventure in the residential offered and excursions throughout the year. To nurture an adventurous spirit, learn teamwork and make new friends.

Cherish the friendships you make, the memories to look back on and be an active member of your learning journey. Once again, a warm welcome to you all and I look forward to the journey ahead. Enjoy your year, be kind to each other and I cannot wait to work with each one of you.

Yours sincerely,

Ms. Serena Walker
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;

Wellbeing

Eco

Global Cultural Leaders

Curriculum

Innovation

Girls Up Committee

Incorporating Student Voice

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

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

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



Ms. Vanessa White
Student Leadership Lead



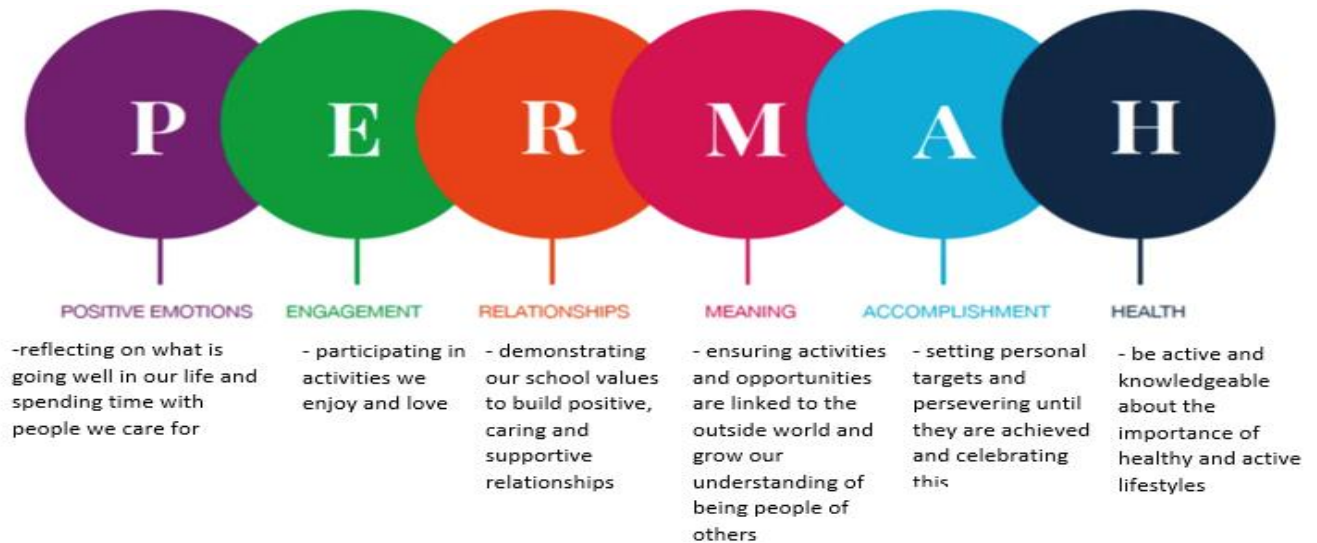
STUDENT WELLBEING

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 school model we have here at GEMS Metropole.



Ms. Clare Maclean
Student Wellbeing Lead



ACADEMIC AND PASTORAL CONCERNS

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

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

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

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

Heads of Year & Assistant Heads of Year			
The Prep School			
Head of Year 7	Samuel Heald	Assistant Head of Year 7	Vanessa White
Head of Year 8	Serena Walker	Assistant Head of Year 8	Alison Norris
Head of Year 9	Emma Youds	Assistant Head of Year 9	Gavin Warke
The Senior School			
Head of Year 10	Heather Scott	Assistant Head of Year 10	Rukhsana Saleem
Head of Year 11	Alan Traynor	Assistant Head of Year 11	Lorraine De Souza
Head of Year 12 & 13	Jack Luffman & Chris Waldron		



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 & Active Leaders	3	180
Islamic Studies (Muslim students)/ Learning to Lead (Non-Muslim students)	1	80
Arabic	3	160
Geography	1	60
History	1	60
Modern Foreign Languages: French/Spanish	2	120
ICT	1	60
Art	1	60
Performing Arts (Drama, Music, Dance) - rotation	2	120
Moral, Social & Cultural Studies (MSC)	1	60



ENGLISH

The curriculum for English at Metropole is centred on the UK National Curriculum for England, 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.



ENGLISH *continued*

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Term 1a: Travellers' Tales After their travels during the summer, students will be introduced to their Year 8 English course by reading a range of travel writing texts from the 19th, 20th and 21st Century. They will begin with practising their comprehension and inference skills and then they will have the opportunity to create their own piece of travel writing to consolidate their knowledge and understanding of the genre.</p> <p>Term 1b: Romeo and Juliet Students will delve into one of Shakespeare's most famous tragedies about the 'Star Crossed Lovers.' They will spend a significant amount of time learning about the context of Shakespeare, focusing on what society was like in England in the 16th Century and Shakespeare's life in the theatre to aid their understanding of this complex text. Students will then identify key themes from the play by looking at short extracts; this will slowly introduce them to Shakespearean language and how to approach his texts.</p>	<p>Term 2a: Global and Social Issues – Social Media This unit is a great opportunity for students to develop their research skills. They will begin by learning how to conduct reliable research and find dependable source material. Students will conduct their own research on the pros and cons of social media and will use this information to write a persuasive speech to perform to their peers.</p> <p>Term 2b: Sonnet Study After studying Shakespeare's Romeo and Juliet, students will be studying a variety of Shakespearean sonnets as well as sonnets from the 19th, 20th and 21st Century. They will learn what a sonnet consists of and the 'rules' that need to be followed; this will lead to them being able to identify sonnets independently. Students will also learn how to analyse poets' language and structural methods and comment on how they impact the reader.</p>	<p>Term 3a: Tales of the unexpected Students perfect their reading skills alongside a review of SPaG to support their PT test revision.</p> <p>Term 3b: Sinister stories Students observe the writer's craft through a selection of sinister stories. By observing the conventions of the genre they look to employ this features in their own scripted piece for performance.</p>
Assessment	<p>Term 1a: analysis of writer's language based on an extract and a written piece of travel writing. Term 1b: essay question based on an extract from the text studied.</p>	<p>Term 2a: written speech and delivery. Term 2b: essay question based on a sonnet.</p>	<p>Term 3a: Students to answer an extract-based question for reading for one of the short stories Term 3b: speaking and listening based on the students' creation of a scripted piece.</p>

Useful Websites:

- www.senecalearning.com/en-GB/
- www.commonlit.org/en



MATHS

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"> Ratio and scale Multiplicative change Multiplying and dividing fractions Working in the Cartesian plane Representing data Tables and probability 	<ul style="list-style-type: none"> Brackets, equations and inequalities Sequences Indices Fractions and percentages Standard index form Number sense 	<ul style="list-style-type: none"> Angles in parallel lines and polygons Area of trapezia and circles Line symmetry and Reflection The data handling cycle Measure of location
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



SCIENCE

In Year 8, students will study Physics, Chemistry and Biology and, as part of the course, students will regularly take part in investigations in class. They will develop enquiry and practical skills through group work and have regular chances to demonstrate their learning. The topics that will be studied will lead to opportunities to improve students' critical thinking skills and encourage them to consider ideas and situations from more than one point of view.

Each Term the students will study with a focus on one discipline. In term one they will complete biology; term two chemistry and term will focus on physics.

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

Home Learning

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

Assessment

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

Useful Websites:

- <http://www.educationquizzes.com/ks3/science/>•https://www.cgpbooks.co.uk/interactive_ks3_science
- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- <https://www.pearsonactivelearn.com/>
- <https://www.thenational.academy/>
- <https://senecalearning.com/en-GB/>
- https://keystagewiki.com/index.php/Science_Key_Stage_3



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 Prep School vision, Physical Education and Sport is embedding students 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.
Assessment	Formative practical assessment will take place throughout each unit of sport being studied.

Useful Websites:

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

ISLAMIC STUDIES

يقوم منهاج الصف 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 لأيات من القرآن الكريم (سورة ق ١-١٥).	حفظ وتفسير المعاني العامة لأيات 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 الضحى والليل
محور قيم الإسلام وأدابه	أثر مراقبة الله تعالى على السلوك	أثر مراقبة الله تعالى على السلوك	قيمة التسامح في معاملته وعلاقاته الإنسانية	قيمة التسامح في معاملته وعلاقاته الإنسانية	أنواع صلاة التطوع وأثرها في حياة المسلم.	
محور أحكام الإسلام ومقاصدها	حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية.	أثر مراقبة الله تعالى على السلوك	أنواع صلاة التطوع وأثرها في حياة المسلم.	أنواع صلاة التطوع وأثرها في حياة المسلم.	أدلة وحدانية الله تعالى	
محور العقيدة	أدلة وحدانية الله تعالى	حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية.	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، و في نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

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

ARABIC A

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

مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة على تحديد الأفكار والحجج ووجهات النظر في النصوص والربط بينها مستخدمًا معرفته ببنية النص، ويقرأ بالإضافة إلى النصوص المقررة نصوصًا 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 للجمال الإنشائية والخبرية،) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: 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 فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقوم 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...، ويشترك 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 التعلّم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: قصيدة (لامية الطغرائي) قصة (الضحك آخر الليل) نص معلوماتي (تاريخ التدفئة) الموضوعات: "مهارة التحدث والاستماع" "قمحة في حجم بيضة" المحادثة: تقديم عرض حول الأسواق. اللغة (النحو والبلاغة): علامات إعراب الاسم الأصلية والفرعية الأغراض البلاغية للجمال الكتابة الإبداعية: السيرة الذاتية النص السردي (وصف الشخصية) النص التفسيري الاستجابة الأدبية النص الإقناعي	الموضوعات: "مهارة القراءة" قصيدة "قوة العلم" أسواق شعبية من العالم مرض الورق قصيدة (إشراقه وطن) حسون الحواري الموضوعات: "مهارة التحدث 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	<p>يبين المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسة والجزئية والتفاصيل.</p> <p>يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه.</p> <p>يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضخًا ما يتميز به كل نوع.</p> <p>يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف).</p> <p>يفسّر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي.</p> <p>يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف).</p> <p>يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضخًا ما يتميز به كل نوع.</p> <p>يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه.</p> <p>يبين المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسة والجزئية فيه.</p> <p>يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه.</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 علامات إعراب الاسم الأصلية والفرعية في الجمل الاسمية والفعلية.</p> <p>يتعرف المتعلم الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام).</p> <p>يقارن المتعلم بين الجمل والتركيب.</p> <p>يتعرف المتعلم التشبيه التام وينتج في جمل من إنشائه.</p> <p>يكتب سيرةً غيورية أو ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف (فيزيائي مادي)، وصف الخلفية، المقارنة بين الشخصيات.</p> <p>يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدمًا أدلة مقنعة.</p> <p>يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتأملاً في إبعاد النص منطقيًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية.</p> <p>يكتب نصوصًا إقناعية، ويقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.</p>

ARABIC A *continued*

Term 2A	Term 2B	نواتج التعلّم
الموضوعات: "مهاره القراءة" النص الأدبي " القول ما قالت حزام". شعر: أمل وتناول نص معلوماتي النص الأدبي " عصفور السيدة بيرونيه" الموضوعات: "مهاره التحدث والاستماع" الاستماع: أكلت يوم أكل الثور الأبيض. محادثة: الأمثال بين الحكمة والقصة. اللغة (النحو والبلاغة): العدد والمعدود التشبيه" الكتابة الإبداعية: النص التفسيري النص السردى	الموضوعات: "مهاره القراءة" النص الأدبي " القول ما قالت حزام". شعر: أمل وتناول نص معلوماتي : طائر القطا" النص الأدبي" عصفور السيدة بيرونيه" قصيدة: " أعطني الناي" الموضوعات: "مهاره التحدث والاستماع" الاستماع: ماذا لو عادت البركين العظيمة لتنشط؟ محادثة: حيوانات مهددة بالانقراض. اللغة (النحو والبلاغة): ضمائر النصب المتصلة. الأساليب الإنشائية الحال المفعول له" الكتابة الإبداعية: مقارنة بين أمثال الشعوب (نص تفسيري	يبين المعنى الإجمالي للنص الشعري، موضعاً الفكر الرئيسية 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، موضعاً ما يتميز به كل نوع. يحدد المتعلم الفكر الرئيسية للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسية 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، موضعاً ما يتميز 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، موضعاً الفكر الرئيسية والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يحلل 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 حيث 2.1.2.2G7 اللغة والأسلوب. - 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 عرضاً شفويّاً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من (1-10) مراعيّاً أحوالهما في 2.2.2.6G7 التوظيف. يتعرف التشبيه المجلد والمفصل، موضعاً مواطن الجمال، وينتجها في جمل من 1.1.5.6G8. 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 إعراباً صحيحاً، ويوظفه في كتاباته. يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمنياً ومكانياً، مختاراً 1.4.2.4G6 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 منظمًا 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.

Term 2
Content

ARABIC A *continued*

Term 3A	Term 3B	نواتج التعلّم
الموضوعات: "مهارة القراءة" النص الأدبي (رسالة إلى أمي) ماذا تعرف عن الصحراء؟ الموضوعات: "مهارة التحدث والاستماع" استماع: الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعدود الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري	الموضوعات: "مهارة 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: "مهارة التحدث والاستماع" استماع: السراب محادثة: ما المكان الأفضل للحيوانات؟ الأقفاص أم الطبيعة؟ اللغة (النحو والبلاغة): ضمانات النصب المتصلة. التشبيه التام المبني للمجهول تعزيز المفعول له الكتابة الإبداعية: نصاً سردياً. نص إقناعي.	يبين المعنى الإجمالي للنص، موضحاً الفكر الرئيسة 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، موضحاً ما يميز به كل نوع. -يحلل المتعلم الرواية إلى عناصرها، مبيناً كيف رتب المؤلف أحداثها مثل: (استخدام الحكبات المتوازية، والتلاعب في الزمن وزيادة سرعة الأحداث.....) -يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. -يحدد المتعلم الفكر الرئيسة 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، موضحاً 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، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يحلل 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 مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من 1-10 مراعي أحوالهما 2.2.2.6G7 في التوظيف. يتعرف التشبيه التام وينتج في جمل من إنشائه. يتعرف المتعلم الفعل المبني للمجهول والمبني للمعلوم بوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمنياً 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.
Term 3 Content	إعراب المثنى وجمع المذكر السالم والأسماء الخمسة (تعزيز)	

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 الأربعة.



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: Emotions</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"> الجملة الاسمية والفعلية الفعل الماضي أدوات الربط (لأن - لَنْ - 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 tenses 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 التخييل 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.					



GEOGRAPHY & HISTORY

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

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

GEOGRAPHY

In Year 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 British Empire and its impacts on different countries within the Empire. This will ensure that students understand the consequences of empires and how they have impacted the world we live in today.

Useful Websites:

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

National Geographic: <https://www.nationalgeographic.com/>

Geographical Association: <https://geography.org.uk/>

School History: <https://schoolhistory.co.uk/>

Simple History: <https://www.youtube.com/@Simplehistory>



GEOGRAPHY & HISTORY *continued*

COURSE OVERVIEW

	Geography	History
Content	<p>Africa</p> <ul style="list-style-type: none"> ▪ Intro to Africa ▪ African Life ▪ Biomes ▪ Causes of desertification ▪ The Horn of Africa ▪ Ecotourism ▪ African Climate ▪ Coffee Making ▪ Pirates <p>Weather</p> <ul style="list-style-type: none"> ▪ What is weather ▪ How we measure weather ▪ Rainfall ▪ Air pressure ▪ world climate zone ▪ factors that affect climate <p>Extreme environments</p> <ul style="list-style-type: none"> ▪ Depth study on rainforests ▪ Depth study on deserts 	<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>Empire:</p> <ul style="list-style-type: none"> ▪ What are Empires ▪ British Empire ▪ Colonisation process ▪ Impacts of colonisation ▪ Independence ▪ Long term consequences of colonisation
Assessment	<p>Students will have a range of assessments which are both written, presentations and project work. Students have the opportunity to work individually and as part of a team.</p>	<p>Students are assessed throughout the course with essay style questions as well as source questions which use the skills developed over the course.</p>



MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH

New students who join Metropole in Year 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 tense Saying what you did in Paris Saying when you did things Discussing tourist attractions Saying where you went and how	Talking about personalities and relationships Adjectival agreement Talking about music Agreeing and disagreeing Talking in the past, present and future tenses Saying where you would like to live and type of home Talking about food and meals to buy Talking about an upcoming event	Talking about talent and ambition Saying what you must and can do Using the imperative Telling someone what to do Using the imperative Describing people's personalities Writing a profile of a music star
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 Giving a presentation Saying what you use your phone for Saying what type of music you like Learn about young people's lives	Saying what food you like and giving opinions Describing mealtimes Ordering a meal Describing what to buy for a party Arranging to go out Making excuses Talking about clothes and fancy dress Writing about a problem	Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip Describing a town in your area
Assessment	Reading, Speaking, Listening, Writing, Grammar		

Useful Websites:

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



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 coding, computer programming and Lego packages.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Tech Basics e-Safety	HTML Computer Theory	Database APP Inventor
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/>



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>Surrealism In this project, students will be introduced to the fascinating world of surrealism. Building upon their prior knowledge of realism, students will delve deeper into the concept of surrealism and explore the works of various artists associated with this movement. By immersing themselves in the exploration of surrealism, students will broaden their artistic horizons and gain a deeper appreciation for the imaginative and thought-provoking nature of this artistic style.</p>	<p>Sweets and Treats: Students will delve into shape, line, and form through observational drawing. They will closely observe and capture the visual elements of various confections, using these references to enhance their artistic skills. Furthermore, students will employ a mix of media to provide additional support and versatility to their work. By combining traditional and contemporary techniques, students will have the opportunity to express their creativity and develop a deeper understanding of the artistic process within the context of sweet treats.</p>	<p>Graphics Project Students will engage in a graphics project inspired by the artistry of Saul Bass, Neville Brody, and Oscar Wilson. They will explore typography and calligrams, mastering the art of presenting text in a polished and impactful manner. Through this project, students will also develop their understanding of using color judiciously to elevate their lettering. By delving into these techniques, students will cultivate their graphic design skills and enhance their ability to create visually compelling compositions.</p>



ART AND DESIGN *continued*

COURSE OVERVIEW *continued*

Content	Term 1	Term 2	Term 3
Assessment	Student books will be marked at the end of every project. Students should expect to use a range of peer and self-assessment in their work.		

Useful Websites:

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



PERFORMING ARTS

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

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

COURSE OVERVIEW

	Music	Drama	Dance
Content	<p><u>Hooks & Riffs</u> Students learn about ostinatos, melodic, patterns and put their knowledge into practical performances.</p> <p><u>Composition Skills</u> Using a range of music technology software, students create a portfolio of compositions that represent given stimuli.</p>	<p><u>Theatre in Education</u> Looking at how drama can help develop HPL skills across other subject.</p> <p><u>Bringing a script to life</u> Using a chosen script, students work in groups to bring a script to life.</p>	<p><u>Introduction to Dance</u> Students will be introduced to key terminology and subject content (performance and choreography). Students will discover a variety of choreographers and dance styles throughout this topic, and experience this through workshop style lessons.</p> <p><u>Choreographing for a Performance</u> Students will explore the choreographic process and devices. They will use this knowledge to choreograph their own motif's (phrases of movement) in a specific style.</p> <p><i>*Students are required to wear PE kit for all dance lessons. Failure to bring kit will result in a 'uniform' standards card mark.</i></p>
Assessment	Practical Performances – video or audio recording taken when appropriate Written and/or verbal feedback – to show students how to improve their work DIRT feedback lessons to for reflection.		



PERFORMING ARTS *continued*

Useful Websites:

Music Links

- www.soundtrap.com
- www.musicalfuturesonline.org
- <https://musiclab.chromeexperiments.com/Song-Maker/>
- <https://musiclab.chromeexperiments.com/Rhythm/>
- <https://musiclab.chromeexperiments.com/Chords/>
- <http://www.musictheory.net/>
- <http://www.classicsforkids.com/>
- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Drama Links

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

Dance Links

- <https://www.bbc.co.uk/bitesize/guides/zggn39q/revision/1>
- <https://www.bbc.co.uk/bitesize/guides/z3hhycw/revision/2>
- <https://www.bbc.co.uk/bitesize/guides/zdsj382/revision/7>
- <https://www.bbc.co.uk/bitesize/guides/zgm7xsg/revision/5>



ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR ACTIVITIES

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

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

In addition to physical activities, it is also important to offer activities that stimulate our students' minds. We design our activities to spark student imagination. We inspire them to try something new and to learn about leadership and teamwork. The talents and interests we cultivate now will nourish them in the future.

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

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

MSC (Moral, Social & Cultural Studies)

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

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

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



ADDITIONAL CURRICULUM INFORMATION *continued*

LEARNING TO LEAD

Students that do not study Islamic Studies will follow a 'Learning to Lead' programme at the same time our Muslim students attend their Islamic Studies lessons. This creative curriculum focuses on allowing students to consolidate their learning as well as providing opportunities that encourage them to engage in more cross-curricular ways. Students will undertake project-based learning to gain further accreditations and complete leadership qualifications to develop their skills for the future.

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

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

All resources and information covered during the 'Learning to Lead' programme will be uploaded to Phoenix Classroom in order for our students who attend Islamic Studies to access in their own time, if they wish. They can also enter the qualifications and receive guidance from teachers.



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