



## CURRICULUM HANDBOOK

Year 7

2022 - 2023

ESTABLISHING  
LEADERSHIP



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY



EDUCATION







## INTRODUCTION

This booklet has been created to inform you of your child's learning at Metropole School during this academic year; it gives you a broad overview of the learning journey students will undertake, and is 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 will be able to support them alongside us.

We believe that students should be given a broad and balanced curriculum, which equips them for life beyond school. Students study the National Curriculum subjects: English, Maths, Science, ICT & Computer Science, Art, Design & Technology, Drama, Music, History, Geography, Modern Foreign Languages and Physical Education. In addition, students learn Arabic and Islamic Studies (for our Muslim students), or complete the Learning to Lead programme of study (for our non-Muslim students). Extra curricular activities are offered throughout the week after school hours to further enrich our students.

Students in Years 7 to 9 are part of Metropole's Active School, which expects students to be active, both in school and in their community. Students engage in volunteering opportunities and project work; they are active with their voice and actions, making positive change for the future. The Active School encourages students to embrace experiences beyond the classroom. School trips and a range of extra-curricular opportunities allow students to form new friendships and explore new worlds. The school offers a variety of sports and performing arts to build students' confidence and teamwork. The Active School provides a stimulating and purposeful extra-curricular programme, which encourages students to expand their skillset and develop new talents.

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 them to become eloquent, knowledgeable and responsible global citizens. Our curriculum is not about 'delivering' knowledge, but encouraging students to develop the skills 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.

Yours sincerely,

Ms. Daniella Aschettino  
Secondary Headteacher





## SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschetino  
Secondary Headteacher



Ms. Sinead McElhone  
Deputy Headteacher



Ms. Lauren East  
Deputy Headteacher



Ms. Kelly Lohe  
Assistant Headteacher



Mr. Kevin Conlon  
Assistant Headteacher



Mr. Martin Boothe  
Assistant Headteacher



Mr. Joseph Gannon  
Assistant Headteacher

## WELCOME FROM THE HEAD OF YEAR 7

Dear Parents,

My name is Mr. Alan Traynor and I am the Head of Year 7. I would like to take this time to welcome all our new and returning students to Metropole School and to the start of their Year 7 journey. This is your child's first step into the secondary world where they will learn new subjects, meet new friends and try out new activities. An exciting year ahead awaits them.

We have a fantastic Year 7 LEAD team this year who will be your child's first point of contact and they have been hugely excited to meet the students. Year 7 is a really fantastic year as the students begin their journey into Secondary school which is hugely exciting for our students as well as for parents.

The Year 7 LEAD teachers will be setting time aside during induction in the first few weeks to give the students an opportunity to talk about their experiences in primary school, addressing worries/concerns and answering any questions that they may have about secondary. We want to create an open environment where students can talk about their concerns and work together to resolve them. Happy students learn better!

On a personal note I am very excited to welcome the students. It may take some time for the students to adapt to their new surroundings and as a secondary team we ask for your patience and support during the first term in particular. Hopefully your children are excited to begin their Secondary journey and they will be fully motivated to make the best possible start to Year 7.

Yours sincerely,

**Mr. Alan Traynor**  
Head of Year 7

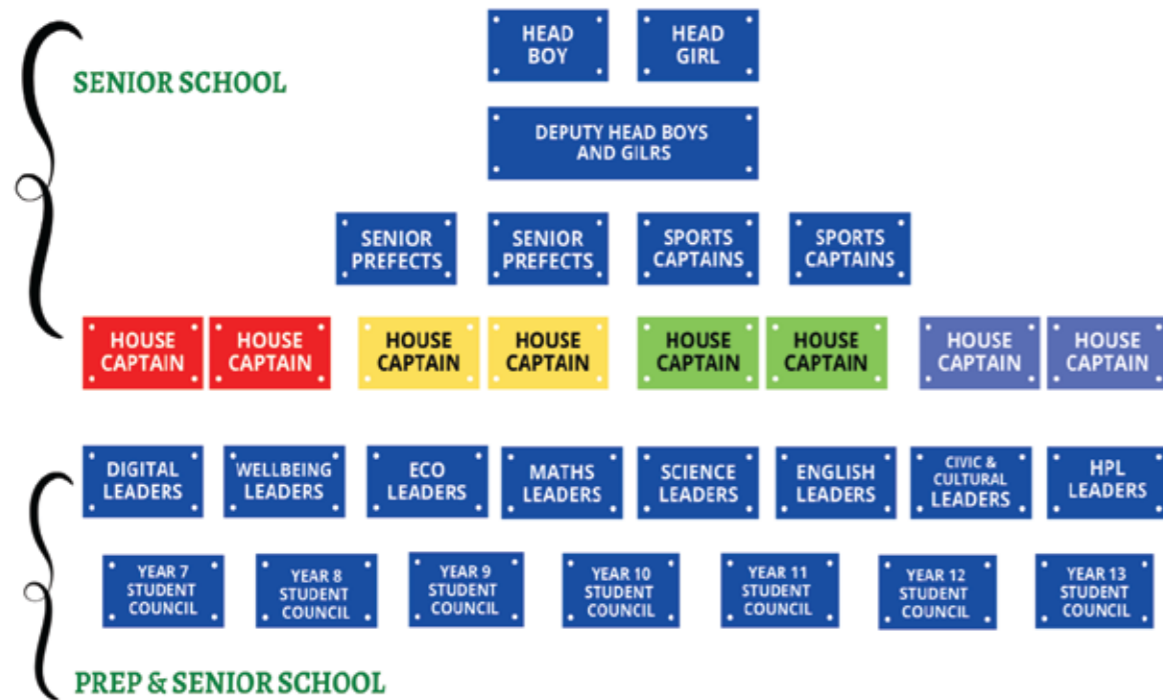






## STUDENT LEADERSHIP

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! We have many leadership positions available for our students and a dedicated team of staff to lead our leaders.



Mr. Aodhan Benson  
Eco Leader



Ms. Clare Mclean  
Student Wellbeing Leader



Ms. Vanessa White  
Student Leadership 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 are shared on GEMS Connect.

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

SUBJECT	HEAD OF DEPARTMENT	CONTACT EMAIL
ENGLISH	MS. SARAH HALFORTY	s.halforty_mts@gemsedu.com
MATHEMATICS	MS. EMMA FLANAGAN	e.flanagan_mts@gemsedu.com
SCIENCE	MR. DAVID ROBERSON	d.roberson_mts@gemsedu.com
PHYSICAL EDUCATION	MR. GARY SAUNT	g.saunt_mts@gemsedu.com
ISLAMIC STUDENTS (MUSLIM STUDENTS)	MS. RASHA MAHMOUD	r.elshora_mts@gemsedu.com
ARABIC A ARABIC B	MR. WASEL ALWAFEE MS. RIMA WEHBI	m.alwafae_mts@gemsedu.com r.wehbi_mts@gemsedu.com
HUMANITIES (HISTORY & GEOGRAPHY)	MS. SARAH BURNS	c.burns_mts@gemsedu.com
MFL (FRENCH & SPANISH)	MR. BRENDAN EVELEIGH	b.eveleigh_mts@gemsedu.com
ICT & COMPUTING	MR. LORRAINE DE SOUZA	l.desouza_mts@gemsedu.com
ART & DESIGN	MR. TAHIR ALI	t.ali_mts@gemsedu.com
PERFORMING ARTS (DRAMA, DANCE & MUSIC)	MS. HELEN KERMATH	h.kermath_mts@gemsedu.com
LEARNING TO LEAD (NON MUSLIM STUDENTS)	MS. SINEAD MCELHONE	s.mcelhone_mts@gemsedu.com
ACTIVE LEADERS	MR. MIKE LOWERY	m.lowery1_mts.mts@gemsedu.com
MORAL EDUCATION & SOCIAL STUDIES	MS. SARAH BURNS	c.burns_mts@gemsedu.com
ECAs	MR. MARTIN BOOTHER	m.boother_mts@gemsedu.com



## CURRICULUM OVERVIEW

SUBJECT	LESSON PER WEEK	TIME ALLOCATED MINUTES
ENGLISH	4	240
MATHEMATICS	4	240
SCIENCE	3	180
PHYSICAL EDUCATION	3	180
ISLAMIC STUDIES (MUSLIM STUDENTS) LEARNING TO LEAD (NON-MUSLIM STUDENTS)	1.2	100
ARABIC A & B	3.2	200
HUMANITIES (HISTORY & GEOGRAPHY)	2	120
MFL (FRENCH & SPANISH)	2	120
ICT & COMPUTING	1	60
ART & DESIGN	1	60
PERFORMING ARTS (DRAMA, DANCE & MUSIC)	2	120
MORAL EDUCATION & SOCIAL STUDIES	1	60

HEAD OF YEAR	NAME	CONTACT EMAIL
HEAD OF YEAR 7	MR. ALAN TRAYNOR	a.traynor_mts@gemsedu.com
HEAD OF YEAR 8	MS. EMMA YOUDS	e.youds_mts@gemsedu.com
HEAD OF YEAR 9	MS. HEATHER SCOTT	h.scott_mts@gemsedu.com
HEAD OF YEAR 10	MS. CONOR CLARKE	c.clarke_mts@gemsedu.com
HEAD OF YEAR 11	MR. SIMON HUMPHREYS	s.humphreys_mts@gemsedu.com
SIXTH FORM TEAM	MR. JACK LUFFMAN MR. CHRISTOPHER WALDRON	j.luffman1_mts@gemsedu.com c.waldron_mts@gemsedu.com

## ENGLISH

The curriculum for English at Metropole is centred on the UK National Curriculum for England, but adapted to meet the needs of our international students. Our broad and balanced curriculum ensures that students are fully immersed in knowledge, vocabulary and experiences relevant to the world in which we live.

Year 7 students will have four hours of English per week, with lessons that provide them with opportunities to communicate and comprehend the English language in a wide variety of forms, building on the solid foundations laid in Key Stage 2. Lessons will focus on the development of students' reading, writing, and oracy skills. One lesson a week will have a dedicated reading focus.

Students will develop their analytical and evaluative skills, exploring the writer's craft through a variety of engaging fiction and non-fiction texts. They will also develop their skills as writers, learning to craft their ideas for a wide range of purposes and audiences.

## COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Term 1a: 'Come Fly With Me'- Transactional Writing</b></p> <p>Students will have the opportunity to win a seat on 'Emirates Around the World Educational Flight'. They will have to write a letter convincing the CEO why they should be chosen. When the plane suddenly crashes on a deserted island, the students will keep a diary of their adventures and convince their peers why they should be the island leader.</p> <p><b>Term 1b: A Christmas Carol</b></p> <p>Students will read the Charles Dickens' classic tale of redemption and the spirit of generosity. They will then explore and analyse aspects of plot, character, theme and context.</p>	<p><b>Term 2a: Gothic Descriptive Writing</b></p> <p>Students will observe and explore extracts from gothic literature observing the writers' craft.</p> <p>Students will then utilise their new knowledge to plan, write and edit their own creative writing and develop their skills in using language methods appropriately.</p> <p><b>Term 2b: Class Reader (Novel study)</b></p> <p>Students will develop a variety of reading strategies including close reading skills.</p> <p>Through their class novel, students will strengthen their reading comprehension, complex inferences, discussion on the world around them along with continuing to work on their writing skills.</p>	<p><b>Term 3a: the history of the English Language</b></p> <p>Students will read a range of non-fiction and fiction texts with a focus on the etymology of the English language in order to develop students' comprehension and inference skills. This will also provide an opportunity for them to improve their spelling, punctuation and grammar skills.</p> <p><b>Term 3b:</b></p> <p>This unit is designed to develop students' transactional writing skills. They will have the opportunity to create a sales pitch for their own invention as well as the opportunity to develop their speaking &amp; listening skills, individually and as part of a group, for the purpose of persuading their audience.</p>



## ENGLISH *continued*

<b>Assessment</b>	Term 1a: transactional piece of writing.	Term 2a: gothic narrative / description.	Term 3a: comprehension and SPaG combined assessment.
	Term 1b: essay question based on an extract from the text studied.	Term 2b: essay question based on an extract from the text studied.	Term 3b: written persuasive speech and speaking and listening assessment.

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

- R1: Read and understand texts, selecting and utilising material appropriate to purpose  
 R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate  
 R3: Develop and sustain interpretations of writers' ideas and perspectives  
 R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader
- W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader  
 W2: Use a range of sentence structures for clarity, purpose and effect  
 W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence  
 W4: Demonstrate technical accuracy in grammar, punctuation and spelling

### Useful Websites:

- [www.senecalearning.com/en-GB/](http://www.senecalearning.com/en-GB/)
- [www.commonlit.org/en](http://www.commonlit.org/en)

## MATHEMATICS

In Year 7, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year 7 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem solving skills.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>sequences</li> <li>understand and use Algebraic notation</li> <li>equality and equivalence</li> <li>place value and ordering integers and decimals</li> <li>fraction, decimal and percentage equivalence</li> </ul>	<ul style="list-style-type: none"> <li>solving problems with addition and subtraction</li> <li>solving problems with multiplication and division</li> <li>fractions and percentages of amounts</li> <li>operations and equations with directed number</li> <li>addition and subtraction of fractions</li> </ul>	<ul style="list-style-type: none"> <li>constructing, measuring and using geometric notation</li> <li>developing geometric reasoning</li> <li>developing number sense</li> <li>sets and probability</li> <li>prime numbers and proof</li> </ul>
<b>Assessment</b>	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](http://www.khanacademy.org)
- [www.hegartymaths.com](http://www.hegartymaths.com)
- [www.bbc.com/education/subjects/zqhs34j](http://www.bbc.com/education/subjects/zqhs34j)
- [www.corbettmaths.com](http://www.corbettmaths.com)





## SCIENCE

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

Each Term the students will study one Biology, one Chemistry and one Physics topic as per the Curriculum Map. At the end of each Topic there is an End of Topic Test.

### COURSE OVERVIEW

- 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.

**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 misconceptions. There is ongoing formative assessment throughout lessons and assessed tasks.

### Useful Websites:

- [www.educationquizzes.com/ks3/science/](http://www.educationquizzes.com/ks3/science/)
- [www.cgpbooks.co.uk/interactive\\_ks3\\_science](http://www.cgpbooks.co.uk/interactive_ks3_science)
- [www.bbc.co.uk/education/subjects/zng4d2p](http://www.bbc.co.uk/education/subjects/zng4d2p)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- [www.thenational.academy](http://www.thenational.academy) (full lessons)
- [www.senecalearning.com/en-GB](http://www.senecalearning.com/en-GB) (make your log in and revise)
- [www.keystagewiki.com/index.php/Science\\_Key\\_Stage\\_3](http://www.keystagewiki.com/index.php/Science_Key_Stage_3) (scientific inquiry and theory support)

## PHYSICAL EDUCATION

Students in Year 7 will experience a creative curriculum that is designed to enhance all student's experience of Physical Education. It places an emphasis on being active and trying challenging new sports whilst also allowing students to start developing their understanding and knowledge of a healthy lifestyle. Students will experience an environment of enjoyment so they can achieve and grow in confidence whilst learning in a fun, competitive and inclusive setting.

In line with the GEMS Metropole Prep School vision, Physical Education and Sport is embedding student leadership within the curriculum. This will help students to develop their skills and qualities associated with leadership such as communication, confidence and organisation.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Basketball	Athletics	Badminton
	Fitness and the body	Tag Rugby	Handball
	Football	Rounders	Volleyball
	Swimming		Gymnastics

### Useful Websites:

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

## ISLAMIC STUDIES

يقوم منهاج الصف السابع على العديد من المحاور الإسلامية والتي تمكن الطالب بأن

يكون مُلمًا بتعاليم الإسلام، ولديه وعي حقيقيّ 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 السجدة ١-١٥).	حفظ وتفسير المعاني العامة لأيات من القرآن الكريم (سورة السجدة ١٥-٢٣).	حفظ الآيات الكريمة من سورة (سورة السجدة ٢٣-٣٠)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (سورة السجدة ٢٣-٣٠)، مع آداب التلاوة وقواعد التجويد،	سورة الملك	سورة الملك
محور السنة النبوية	أهم الأعمال التي قام بها النبي صلى الله عليه وسلم في المدينة بنجاح	ومواقف التسامح والرحمة والإنسانية من غزوة بدر.	معالم سيرة الإمام مالك وجهاده في طلب العلم	معالم سيرة الإمام مالك وجهاده في طلب العلم	آداب الدعاء	غزوة أحد
محور قيم الإسلام وأدابه	العمل التطوعي	التكافل وتطور المجتمع	جوانب التسامح في الإسلام.	جوانب التسامح في الإسلام.	التفكير العلمي	صلاة التطوع
محور أحكام الإسلام ومقاصدها	أعمال الصلاة	أنواع السجود وأحكامها ومقاصدها.	أنواع صيام التطوع من أدلتها الشرعية	أنواع صيام التطوع من أدلتها الشرعية		
محور العقيدة	أشراط الساعة الكبرى	أشراط الساعة الكبرى	أشراط الساعة الكبرى	أشراط الساعة الكبرى		

## 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)

## ARABIC A

يقوم منهاج الصف السابع 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 تحليل النصوص المختلفة وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين الآراء القرآنية وربطها بالكتاب المكتوب باللغة العربية.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة النصوص التفسيرية والاستجابية الأدبية، النصوص السردية مراعيًا الأفكار والتنظيم، وكتابة جملاً تتضمن الحقائق العلمية. المفاهيم النحوية والبلاغة: يتعرف الطالب مفاهيم جديدة مثل (الجملة الاسمية والفعلية، المفعول المطلق، التركيب النعتي، ضمائر الرفع المتصلة، التشبيه التام، الأساليب الإنشائية والخبرية) وينتق جمالياتها ويستخدمها في التعبير.

مهارة الاستماع: يستمع المتعلم إلى نص يتضمن آراء متعددة (ندوة إذاعية، حوار، مناظرة..). عن موضوع يتصل بقضية اجتماعية، وطنية، إنسانية موازناً بين آراء المتحدثين مبدئياً رأيه بصراحة وبموضوعية.

مهارة التحدث: يقدم المتعلم عرضاً تقديمياً معلوماً بطرائق واضحة ومنطقية، موظفاً الكلمات المناسبة للموقف معتمداً على تنوع الجملة اللغوية التي تناسب الموقف والتي تشمل: (لغة الحجة والإقناع والبرهان، واللغة المجازية)، مظهرًا فهماً للموضوع مستخدماً اللغة العربية الفصيحة المؤيدة التي تناسب الموقف .

## COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلم
Term 1 Content	الموضوعات: "مهارة القراءة" قصيدة "حبيبي يا رسول الله" قصيدة "حلم وجهل" قصيدة "رحمة للعالمين" ندوة "العمل التطوعي في الإمارات" البلاغة: الأساليب الإنشائية والخبرية التشبيه التام الكتابة الإبداعية: كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسمة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهارة القراءة" نص معلوماتي "كن أكثر وعياً بغضبك" استماع "البحارة والدب" نص معلوماتي "مكتبة محمد بن راشد" اللغة والنحو: الجملة الاسمية الجملة الفعلية المفعول المطلق تركيب العطف الكتابة الإبداعية: كتابة نصوص وصفية سردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطاً صحيحاً. - يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكراً الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك. يكتب نصوصاً سردية تلبّي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوّراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسمة - التاريخ، المرسل، المرسل إليه، التحية) يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفصيل.

## Useful Websites:

- [www.mawdoo3.com](http://www.mawdoo3.com)
- [www.madrasa.org](http://www.madrasa.org)





ARABIC A *continued*

	Term 2A	Term 2B	نواتج التعلّم
Term 2 Content	الموضوعات: "مهارات القراءة" قصيدة "أخلاق كريمة" قصة "الفقرامجاناً" قصة "أوراق تضحك" استماع "نحن شركاء في المسؤولية"	الموضوعات: "مهارات القراءة" نص معلوماتي "المزارعة ومدير الشركة" سيرة غيرية "فارس المعمار"	يبيّن المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسية والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. - يحدد المتعلم الفكر الرئيسية للنص بعد تحليله المعلومات الصريحة والضمنية ذاكراً الدليل الذي يدعم تحليله من النص. - يفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن بين الجمل والتراكيب. - يتعرف المفعول فيه، ويعرّفه إعراباً صحيحاً ويوظفه في كتاباته. - يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإشائية. - يحدد الغرض من الجمل سواء أكان مباشراً أو غير مباشر. - يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك.
	البلاغة: الجملة وأغراضها الكتابة الإبداعية: كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة - التاريخ - المرسل إليه - المرسل التحية الافتتاحية - التحية الختامية - المرسل - التوقيع)	اللغة والنحو: الجملة والتركيب المفعول فيه الكتابة الإبداعية: النص السردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يكتب نصوصاً سردية تلي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم النرادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسملة - التاريخ، المرسل، المرسل إليه، التحية) يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.

	Term 3A	Term 3B	نواتج التعلّم
Term 3 Content	الموضوعات: "مهارات القراءة" قصيدة "قيمة العلم" "لويس باستور مكتشف الجراثيم" "أصدقاء وأعداء العلم لغة العالم المشتركة" البلاغة: الأساليب الإنشائية والخبرية التشبيه التام الكتابة الإبداعية: كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة - التاريخ - المرسل إليه - المرسل التحية الافتتاحية - التحية الختامية - المرسل - التوقيع)	الموضوعات: "مهارات القراءة" "ظواهر غريبة تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" اللغة والنحو: التركيب النعني ضمائر الرفع المتصلة مراجعة ومدارسة الكتابة الإبداعية: سردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يبيّن المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسية والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطاً صحيحاً. - يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك. - يحدد المتعلم الفكر الرئيسية للنص بعد تحليله المعلومات الصريحة والضمنية ذاكراً الدليل الذي يدعم تحليله من النص. - يفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يتعرف التركيب النعني ويوظفه في كتاباته. - يتعرف ضمائر الرفع المتصلة. - يتعرف تركيب العطف، ويوظفه في كتاباته. يكتب نصوصاً سردية تلي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم النرادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسملة - التاريخ، المرسل، المرسل إليه، التحية) يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.

ARABIC B

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

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	Unit: The Vacation ▪ how did I spend my vacation ▪ I help my mom	Unit: My Cellphone ▪ I love my phone ▪ not just a phone ▪ a phone or a laptop	Unit: Junior Interest ▪ camping ▪ play roles	Unit: Discoveries and innovation ▪ discovery or an innovation ▪ the junior innovator	Unit: Natural Phenomenon ▪ Cappuccino phenomenon ▪ the moon eclipse	Unit: The Work ▪ volunteering ▪ the importance or work
	Grammar: - التفضيل ▪ questions tools ▪ adverb of place & time ▪ structure of verbal sentence (فعل-فاعل-مفعول به)	Grammar: ▪ Using of conditional tools لما-لم-لا الناهية-لام الامر ▪ pronouns ▪ adverb of place & time	Grammar: ▪ exclamation style ▪ connection ▪ present, past & future tenses ▪ negative form	Grammar: ▪ العدد والمعدود ▪ اسم المفعول ▪ الصفة والموصوف	Grammar: ▪ أسلوب التعجب ▪ أسلوب التعجب ▪ اسم الفاعل	Grammar: ▪ connection ▪ present, past & future tenses ▪ negative form



## ARABIC B *continued*

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

### 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)

## HISTORY

By asking the question 'What is History?' students in Year 7 will be introduced to the concepts essential for the study of the subject: chronology; causation and consequence; change and continuity; significance and interpretation. They will also learn the vital source analysis skills used by historians. The second topic in Year 7 will develop their knowledge and understanding of the Norman conquest of England and the impact on society. The second term will investigate the reigns of selected medieval kings to look at the problems they experienced in matters of Church and State. The final term will focus on medieval society and draw comparisons with our own lives today. In particular there will be a focus on medicine and attitudes to crime.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>What is History?</b></p> <p>This unit introduces historical key concepts such as chronology, causation, consequence and significance. It also introduces source analysis skills and evaluation of interpretations.</p> <p><b>Britain 1066-1500 – How did the Normans conquer England?</b></p> <p>This unit investigates the Norman Conquest and the impact on England.</p> <p>Why did England have three kings in 1066? Why did William win the Battle of Hastings? How did the Normans change England once in power?</p>	<p><b>Britain 1066 – 1500 – How did medieval kings keep control?</b></p> <p>This unit looks at the problems of kingship in the medieval period. With a focus on King Henry II and Thomas Becket; King John and his troubles with the Barons, and the Peasants' Revolt in the reign of Richard II.</p>	<p><b>Britain 1066-1500 – How healthy and happy were people in medieval times?</b></p> <p>This unit investigates whether people in medieval England were happier and healthier than today.</p> <p>There is a focus on medieval medicine with a depth study on the Black Death; a comparison of life in the villages of medieval England and the towns; a focus on crime and punishment – how did medieval governments treat criminal behavior?</p>
<b>Assessment</b>	A baseline assessment and a causation task on the Battle of Hastings	A source-based investigated on King John's reputation	An assessment on the Black Death

### Useful Websites:

- [www.tudorbritain.org/](http://www.tudorbritain.org/)
- [www.historylearningsite.co.uk/](http://www.historylearningsite.co.uk/)
- [www.getrevising.co.uk/](http://www.getrevising.co.uk/)
- [www.bbc.co.uk/bitesize/subjects/zk26n39](http://www.bbc.co.uk/bitesize/subjects/zk26n39)



## GEOGRAPHY

In Year 7, students will study an array of topics within Physical, Human and Environmental Geography. A wide range of skills will be applied in delivering the curriculum and different pedagogical styles will be applied to allow all students to access the curriculum. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them.

## COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<b>Topic: What is Geography?</b> <ul style="list-style-type: none"> <li>Intro to Geography</li> <li>The British Isles</li> <li>Physical &amp; Human Features</li> <li>Longitude &amp; Latitude</li> <li>Creating a Map</li> <li>Case study of a volcano</li> <li>Map Symbols</li> <li>Grid references</li> <li>Types of Geography</li> <li>Environmental Quality</li> <li>Choropleth Map</li> </ul>	<b>Topic: Fantastic Places</b> <ul style="list-style-type: none"> <li>Intro to Fantastic Places</li> <li>The Amazon Rainforest</li> <li>The Great Barrier Reef</li> <li>Amazon Tribes</li> <li>Machu Picchu</li> <li>Death Valley</li> </ul>	<b>Topic: Sustainability</b> <ul style="list-style-type: none"> <li>Exploring the different aspects of sustainability</li> <li>Earth's natural resources</li> <li>Water supply</li> <li>Waste</li> <li>Managing earth's resources</li> <li>Urbanization</li> <li>Sustainable cities</li> </ul>
<b>Assessment</b>	Map skills, longitude & latitude	Fantastic Place Enquiry	Designing and presenting a sustainable city

## Useful Websites:

- [www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk)
- [www.geograph.org.uk](http://www.geograph.org.uk)
- [www.geographyalltheway.com](http://www.geographyalltheway.com)

## MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH

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

In Year 7, we follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop the language learning skills of listening, speaking, reading and writing by studying a broad range of topics. This varied approach will also encourage students to independently evaluate their performance in the various course elements, and it will regularly give them time to work on their identified areas for improvement allowing for personalised learning and feedback.

We strive for all students to analyse, to take risks, and to question language. It is these teaching methods which help to infuse resilience and understanding within our students. In line with the school's vision, it is our belief that these attributes enhance students' opportunities to travel, work, and to become the international leaders of tomorrow. All our lessons are taught mainly in the target language and our students are encouraged from the start to reply in the target language.

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

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>likes and dislikes</li> <li>likes and dislikes</li> <li>describing yourself</li> <li>talking about others</li> <li>describing a musician</li> <li>introducing yourself</li> <li>school subjects</li> <li>giving options</li> <li>telling the time</li> <li>talking about food</li> </ul>	<ul style="list-style-type: none"> <li>talking about electronic devices</li> <li>talking about sports you play</li> <li>expressing what activities you like doing</li> <li>describing where you live</li> <li>giving directions</li> <li>saying what you can do in a town</li> </ul>	<ul style="list-style-type: none"> <li>talking about holidays and explains</li> <li>talking about getting ready to go out</li> <li>buying drinks and snacks</li> <li>saying what you would like to do</li> <li>describing a painting</li> <li>talking about animals</li> <li>writing a poem</li> </ul>
<b>Assessment</b>	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar	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	<ul style="list-style-type: none"> <li>introducing yourself</li> <li>talking about personalities</li> <li>talking about birthdays</li> <li>using numbers and the alphabet</li> <li>discussing pets</li> <li>saying what you like to do</li> <li>the weather</li> <li>what sports you like</li> </ul>	<ul style="list-style-type: none"> <li>school subjects</li> <li>giving opinions</li> <li>describing your school</li> <li>describing your family</li> <li>describing your appearance</li> <li>talking about where you live</li> </ul>	<ul style="list-style-type: none"> <li>talking about holidays and plans</li> <li>talking about getting ready to go out</li> <li>buying drinks and snacks</li> <li>Saying what you would like to do</li> <li>describing a painting</li> <li>talking about animals</li> <li>writing a poem</li> </ul>
Assessment	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar

**Useful Websites:**

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

**ICT AND COMPUTING**

In Year 7, students will learn different aspects of both Computer Science and ICT. Students develop skills that will help them in a multitude of subjects. This year will allow the students to develop a good foundation for the skills that they will need in the coming years. The students will be equipped to be safe and active members of the digital world. Students will develop skills in logical thinking, problem solving, digital literacy and project planning.

**COURSE OVERVIEW**

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> <li>Turle</li> <li>Piskel - Piskel Art</li> </ul>	<ul style="list-style-type: none"> <li>E-Safety in line with Internet Safety Day</li> <li>spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>scratch</li> <li>pivot stick node animations</li> </ul>
Key Skills	<ul style="list-style-type: none"> <li>planning</li> <li>colour theory</li> <li>character design</li> <li>evaluating</li> <li>video design</li> <li>storyboarding</li> </ul>	<ul style="list-style-type: none"> <li>planning</li> <li>evaluating</li> <li>critical thinking</li> <li>poster creation</li> <li>creating documentations</li> <li>reasoning and analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>2D sprite creation</li> <li>2D animation</li> <li>pattern recognition</li> <li>inquiry-based learning</li> <li>problem solving</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>practical assessment</li> <li>demonstrating skills</li> </ul>	<ul style="list-style-type: none"> <li>written/digital assessments</li> <li>practical assessments</li> </ul>	<ul style="list-style-type: none"> <li>written/digital assessments</li> <li>practical assessments</li> </ul>

**Useful Websites:**

- [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)
- [www.childnet.com](http://www.childnet.com)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.teach-ict.com/2016/ks3/ks3\\_home.html](http://www.teach-ict.com/2016/ks3/ks3_home.html)
- [www.pixilart.com/](http://www.pixilart.com/)
- [www.makecode.microbit.org/](http://www.makecode.microbit.org/)



## ART AND DESIGN

Our main aims at Metropole in the Art Department for Prep school students 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

Key Stage 3 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 Key Stage 3. Across Key Stage 3, lessons are intended to develop students in a number of ways so they make a smooth transition to Key Stage 4 (GCSE) should they opt to study the subject. 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.

The emphasis on students' experience of Art through Year 7 is to gain knowledge, understanding, skills and techniques inspired by the work of artists and cultures. Through project work, students are given a wide experience of making art in a variety of media that include pencil, pencil colours, watercolors, felts, oil pastels, acrylics and others.

## COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p><b>VANS Project:</b></p> <p>Year 7 Art starts by teaching and learning the foundation drawing skills. Students will look at the theme of VANS in term one, and be encouraged to create work based on simple shaped objects utilising the elements line, tone, proportion, scale and composition. Colour theory is then introduced and students learn how to mix paint/colours inspired by the colour wheel. Students will gain a greater understanding of key terms and have evidence of various techniques as they use mix media.</p>	<p><b>Portraits:</b></p> <p>This unit builds on students' realistic drawing skills but introduces concept of Abstraction inspired by the Pablo Picasso and Giuseppe Arcimboldo. Students are able to achieve an accurate likeness of a Self Portrait by using the grid method and they explore other drawing/rendering techniques modelled in the work of famous Artists' Portraiture. Drawing skills and techniques are explored using different materials. Painting skills are developed along with elements of colour theory.</p>	<p><b>Landscapes:</b></p> <p>Students will look at the theme of landscapes and be encouraged to blend and mix oil pastels, pencil colours and watercolors to create tone and texture. Composition and planning are a key learning point in this project. Linking to the artist's studied supports students understanding of depth, tone and colour.</p>

## ART AND DESIGN *continued*

	Term 1	Term 2	Term 3
Assessment	<p>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.</p>	<p>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.</p>	<p>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.</p>

### Useful Websites:

- [www.bbc.co.uk/bitesize/subjects/z6f3cdm](http://www.bbc.co.uk/bitesize/subjects/z6f3cdm)
- [www.artsy.net](http://www.artsy.net)
- [www.studentartguide.com](http://www.studentartguide.com)
- [www.pinterest.com](http://www.pinterest.com)



## MUSIC

In Year 7, students will have 1 hour of Music a week taught by a specialist teacher. Each of our planned topics focus on three main skills: Performance, Listening & Appraising and Composition. Our topics are designed to focus on one specific skill, whilst still developing students' knowledge and understanding of the others. Our lessons are interactive, hands on and challenging for all students.

Our focus in Year 7 is to make students confident young musicians in the classroom. Our students will be expected to work in a variety of group settings, be open to learning about a variety of new genres and styles and, to have the confidence to begin performing in class.

For our students learning instruments outside of school we have a variety of performance opportunities during the school year including, but not limited to, Celebration Assemblies, Farmers Markets, Music Mondays, and our annual school production. If students are interested in getting involved in any of these, they should speak to their music teacher.

For our students wishing to begin learning an instrument we have a team of specialist teachers that visit us from GEMS Music Hub. For further information on this please do contact: [a.sullivan\\_mts@gemsedu.com](mailto:a.sullivan_mts@gemsedu.com)

## COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Building Blocks</b> Our first topic re-caps on prior learning taught from upper KS2. The Building Blocks topic introduces students to key vocabulary, through a variety of performances, compositions and listening tasks. Students will take part in 2 assessments. A written theory assessment and a practical performance assessment.</p> <p><b>Journey into Space</b> Is a compositional unit, in which students use GarageBand to compose a musical space journey. 2 assessments will take place in this unit, a written theory assessment and a final performance of their completed piece.</p>	<p><b>World Music – Chinese Music</b> In this topic, students will be introduced to Music from another culture, with a focus on 'Chinese Music.' They will work in small groups to create a musical dragon puppet showing compositional techniques heard from listening to Chinese music.</p> <p><b>Ukulele</b> In this topic students will be introduced to the Ukulele. They will learn to play this in a full class setting, developing their confidence with performance.</p>	<p><b>Night &amp; Day</b> In this topic, students will compose a variety of short pieces of music linked to the topic of Night &amp; Day. Students will explore composing in non- traditional ways. Students will also have a written theory assessment as part of this topic.</p> <p><b>Keyboard / Piano Skills</b> In this topic students are introduced to basic keyboard skills through a variety of different genres/tuition books. For students who already take lessons this is a chance for them to bring their learning into the classroom and teach others.</p>
<b>Assessment</b>	Assessment takes place throughout the year. Topic assessments have been highlighted above and students will be given dates of when these will be happening. Assessments take 2 forms; written theory (which also include listening tasks) and practical performance assessments either individually or in a group (depending on the topic)		

## Useful Websites:

- [Edu.bandlab.com](http://Edu.bandlab.com)
- [www.musiclab.chromeexperiments.com/Song-Maker/](http://www.musiclab.chromeexperiments.com/Song-Maker/)
- [www.musiclab.chromeexperiments.com/Rhythm/](http://www.musiclab.chromeexperiments.com/Rhythm/)
- [www.musiclab.chromeexperiments.com/Chords](http://www.musiclab.chromeexperiments.com/Chords)
- [www.musictheory.net](http://www.musictheory.net)
- [www.classicsforkids.com/](http://www.classicsforkids.com/)
- [www.bbc.co.uk/bitesize/subjects/zmsvr82](http://www.bbc.co.uk/bitesize/subjects/zmsvr82)

## DRAMA

In Year 7, students will have 1 hour of Drama a week taught by a specialist teacher. Each of our planned topics focus on these 3 main skills: Performance, Appraising and Devising. Our topics are designed to focus on one specific skill, whilst still developing students' knowledge and understanding of the others. Our lessons are interactive, hands on and challenging to all our students.

In Drama, students will develop a range of skills and will learn how to perform confidently, communicate with others effectively, and develop life-long social skills such as collaboration and debate. Through role-play and improvisation, they will explore their own beliefs and opinions whilst developing understanding and empathy towards others. Pupils will also learn to enjoy Drama and Theatre as an art form, through script reading, exploring genres of performance and the appreciation of the work of others. Whilst the focus is on performance, there will also be opportunities for students to develop their written work, particularly reflection, analysis and evaluation.

Over the course of the year there will be opportunities for students to take part in performances in school. Our annual school production being a perfect example of this. If students want to take part in this, they should speak to their drama teacher.

## COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Pied Piper</b> In this topic students are introduced to key drama skills. They will focus on ; group work skills, listening skills, sharing of ideas performing a role and creating freeze frames.</p> <p><b>Darkwood Manor</b> In this topic students will work from a story as their stimulus. They will use their imaginations to create their own devised pieces of drama based, on the stimulus and teacher in role.</p>	<p><b>Slapstick</b> In this topic students will work practically on developing their own slapstick routines. It will be the first time that students work in sequence to create an 'end performance' in a pair.</p> <p><b>Morals</b> In this topic students will work from a story as a stimulus. They will learn about morals and apply them to the given story and their own lives.</p>	<p><b>Matilda</b> In this topic students will learn about musical theatre, and how it is formed with a mixture of dance, drama and music.  Students will study a variety of scripts / texts and scenes and work on developing a piece for a final performance.  This is students first attempt at script work and creating a performance from a given role and stage directions.</p>
<b>Assessment</b>	The assessments will comprise of both a performance task and a written task, in line with the combined elements of practical work and theoretical understanding that make up Drama. Students will have the opportunity to demonstrate both their skills development through a piece of live theatre using either devised or scripted		

## Useful Websites:

- [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)
- [www.kidactivities.net/drama-games-and-activities](http://www.kidactivities.net/drama-games-and-activities)
- [www.bbc.co.uk/bitesize/subjects/zbckjxs/](http://www.bbc.co.uk/bitesize/subjects/zbckjxs/)
- [www.sfskids.org/](http://www.sfskids.org/)





## ADDITIONAL CURRICULUM INFORMATION

### EXTRA-CURRICULAR

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". 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 during lunchtimes and after the school day. Students may also be invited to intervention sessions during this time to support their academics, and to help students achieve at least their target grades. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our additional provision. We are very excited about our growing number of extra-curricular activities on offer, which we will continue to grow and develop.

### 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.

## ADDITIONAL CURRICULUM INFORMATION *continued*

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. 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 LAMDA, Young Leaders Award and Sports' Leaders. These qualifications cover a broad range of areas of interest to the students and are internationally recognised making students more attractive for future Universities and employers. Please note that these courses are not mandatory and will come at an additional cost to parents/guardians should students wish to take them.

All resources and information covered during the 'Leading to Learn' 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.

### MORAL EDUCATION

Moral, social and cultural education at Metropole is delivered for 1 hour per week, however, MSC is also integrated into all specific subject areas.

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.



## ADDITIONAL CURRICULUM INFORMATION *continued*

### MORAL EDUCATION *continued*

- 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.

### UAE SOCIAL STUDIES

At Metropole, UAE Social Studies is integrated across the curriculum and led by the humanities department. In the Prep school, students will have a deeper understanding of social, political, and economic systems. They will develop an understanding of events, trends, personalities and movements in local, national and world history and geography. They will also grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.

The curriculum is designed to promote cohesion, enrichment and cultures of the UAE society:

- Emphasise diversity in its social and cultural components
- Deliver international content
- Use spiral learning to enable deep and rich understanding
- Challenge and inspire students
- Prepare students for 4th industrial revolution workplace
- Utilize content and expertise of strategic partners
- Reinforce UAE vision Key concepts for Sustainable development


TERM 1	
Wednesday 7th September	Curriculum Information Evening: Years 10-13
Thursday 8th September	Curriculum Information Evening: Years 7-9
Friday 9th September	Metropole Innovation Launch
Thursday 15th September	Parent Webinar: Student Expectations
Thursday 29th September	Staff INSET   Parent Coffee Morning: University and Careers
Friday 30th September	House Colour day
Monday 10th October	Staff INSET
Monday 10 <sup>th</sup> October – Tuesday 11th October	Student Leadership Inauguration
Thursday 13th October	Pink Day
Monday 24th October	Year 10 Parent-Teacher Consultation Evening
Monday 31st October	Parent Webinar: Sixth Form
Tuesday 1st November	Flag Day   Parent Workshop: Secondary Assessment
Monday 7th November	Year 9 School Trip: Absolute Adventure
Thursday 10th November	Gifted and Talented Students: Parent-Teacher Consultation Evening
Tuesday 15th November	Staff INSET
Wednesday 16th November	Year 12 Parent-Teacher Consultation Evening
Friday 18th November	Parent Webinar: Meet the Heads of Year (Years 8 and 9)
Tuesday 22nd November	Careers Day: Year 9
Monday 21 <sup>st</sup> November – Friday 25th November	School Photos
Friday 25th November	Parent Coffee Morning: University and Careers
Monday 28th November	Sixth Form Team Building Day
Monday 28 <sup>th</sup> November – Wednesday 30th November	House Winners Activity Afternoon
Tuesday 29th November	National Day Celebrations
Thursday 1st December	Winter Performance
Monday 5 <sup>th</sup> December – Thursday 8th December	Celebration Assemblies
Tuesday 6th December	Year 11 Parent-Teacher Consultation Evening
Wednesday 7th December	IMG World of Adventure School Trip: Years 7-13
Thursday 8th December	Year 13 Parent-Teacher Consultation Evening
Friday 9th December	Winter Jumper Day   Last day of Term 1


TERM 3	
Monday 10th April	Term 3 Starts
Wednesday 12th April	Parent Webinar: Supporting Your Child Through Their Exams
Wednesday 19th April	Senior School Careers Fair: Years 9-13
Tuesday 25 <sup>th</sup> April – Thursday 27th April	Year 13 Enrichment Days
Saturday 29th April	Annual Inclusion Conference
Wednesday 3rd May	Staff INSET
Friday 5th May	Last Day for Year 11 and Year 13 students
Saturday 6th May	Museum of the Future School Trip: Years 7-9
Monday 8th May	PSHE Drop-Down day
Friday 12th May	Parent Coffee Morning: Meet the Secondary Leaders
Thursday 18th May	Annual Safeguarding Conference
Thursday 25th May	Parent Wellbeing Session
Tuesday 30th May	Art Gallery School Trip: Year 10 Art students
Wednesday 7th June	Year 9 Project Exhibition
Friday 9th June	Parent Coffee Morning: Emirati Parents
Thursday 15th June	Sports Awards Evening   Student Led Conferences: Years 7-10
Sunday 18th June	FS and Year 13 Graduation Ceremonies
Wednesday 21 <sup>st</sup> June – Friday 23rd June	Year 12 Enrichment Days
Saturday 24th June	Sixth Form Prom
Monday 26 <sup>th</sup> June – Tuesday 27th June	House Winners Activity Afternoon
Wednesday 28th June	Ferrari World School Trip: Years 7-13
Monday 3 <sup>rd</sup> July – Thursday 6th July	End of Year Celebration Assemblies
Friday 7th July	End of the School Year


TERM 2	
Monday 2nd January	Term 2 Starts
Tuesday 3rd January	Year 9 Parent-Teacher Consultation Evening
Wednesday 11th January	Motion Gate Theme Park School Trip Year 9
Thursday 19th January	Staff INSET
Monday 23rd January	Parent Coffee Morning: Meet the Secondary Leaders
Wednesday 25th January	Options Evening: Year 9 (GCSE) and Year 11 (A-Level/BTEC)
Thursday 26 <sup>th</sup> January – Friday 27th January	Sports Day
Friday 27th January	Parent Coffee Morning: University and Careers
Wednesday 1st February	Year 8 Parent-Teacher Consultation Evening   French Library school Trip: Year 9
Thursday 2nd February	Year 9 Student Interviews Start for GCSE Option Subjects
Wednesday 8th February	Spanish Restaurant School Trip: Year 9
Thursday 9th February	International Day Celebrations
Monday 13 <sup>th</sup> February – Friday 17th February	Half Term
Friday 24th February	Parent Coffee Morning: Emirati Parents
Saturday 25th February	Farmers Market   Great British Street Party
Friday 3rd March	World Book Day
Monday 6th March	Year 11 Student Interviews Start for A-Level/BTEC Option Subjects
Wednesday 8th March	International Women's Day
Thursday 9th March	PSHE Drop-Down Day
Tuesday 14th March	Staff INSET
Wednesday 15th March	Emirati Children's Day
Thursday 16th March	Year 11 Parent-Teacher Consultation Evening
Monday 20th March – Friday 24th March	Secondary Celebration Assemblies
Tuesday 21st March	Year 13 Parent-Teacher Consultation Evening
Wednesday 22nd March	Bounce School Trip: Years 7-13
Friday 24th March	Parent Coffee Morning: University and Careers
Monday 27th March – Friday 7th April	Spring Break

KEY DATES  
FOR YOUR  
DIARY



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