



CURRICULUM HANDBOOK

Year 8

2022 - 2023

ESTABLISHING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
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 Aschettino
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 8

Dear Parents,

My name is Miss Emma Youds and I am the Head of Year 8 for the next academic year 2022-2023. I have been a Physical Education teacher for the last year at Metropole School and look forward to the new challenge of Head of Year.

Firstly, I would like to take this time to welcome all our new and returning students to Metropole School. We have a fantastic amount of returning students and also new students starting this year in Year 8. I am hugely excited to be Head of Year 8 and work alongside Mr Gavin Warke who will be Deputy Head of Year 8 and the wonderful Year 8 Lead Tutors. In Year 8 students are no longer the youngest in the Secondary school, so must lead by example in terms of behaviour, uniform and their rapport with students and teachers. The Year 8 Lead teachers will be using the induction period as a time to settle students in, address any worries and concerns and answer any questions that both new and returning students may have.

One last thing, I am extremely excited to be working with this year group, I already know the vast majority and I can't wait to meet the new faces we have joining the school!

Yours sincerely,

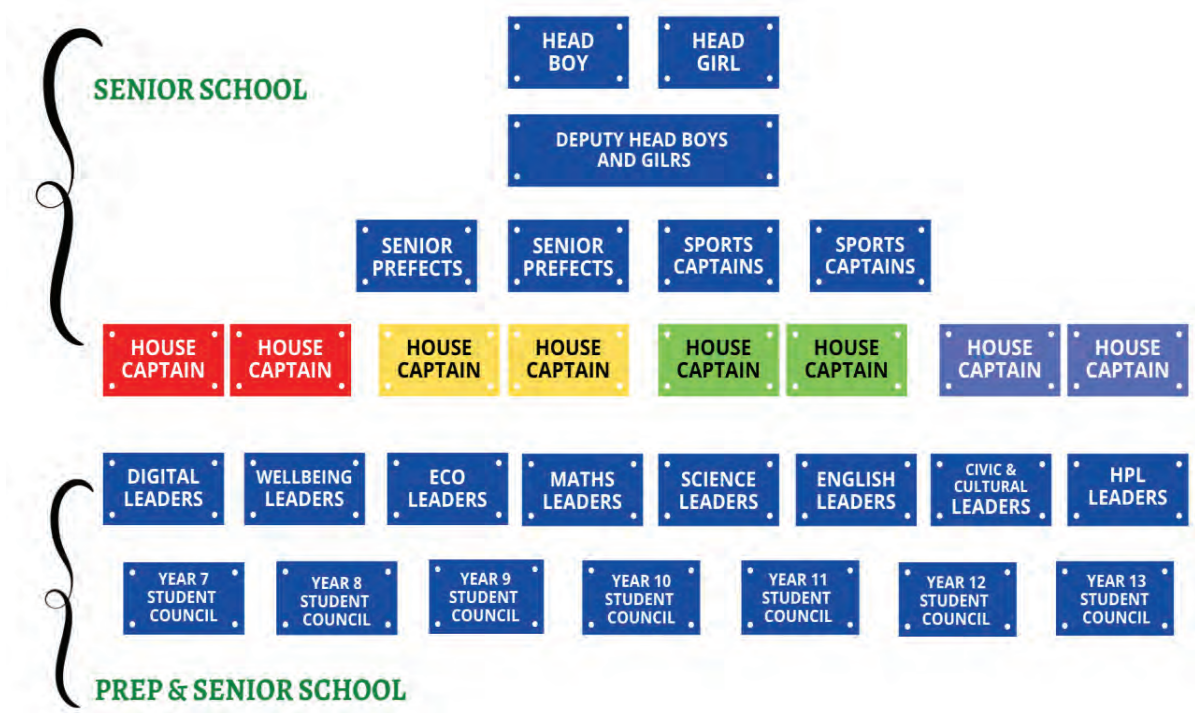
Ms. Emma Youds
Head of Year 8





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 | j.luffman1_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-MUSLIN STUDENTS) | 2 | 120 |
| ARABIC A & B | 3 | 180 |
| 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 YOUNDS | 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, 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.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|---------|--|---|--|
| Content | Term 1a: Travelers' Tale 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. | 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. | Term 3a: The Tale Students will study a range of short stories from tradition and mythology around the world with a focus on developing reading and grammar skills. |
| | 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. | 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. | Term 3b: Novel study Students will complete a study of a novel. This unit will focus on their reading development, particularly their inference, analysis and evaluation skills. Students will begin with reading the novel and consolidating their understanding of plot. They will then delve into exploration of character and theme. Finally, students will explore how the author uses specific methods to impact the reader. |



ENGLISH *continued*

| | Term 1 | Term 2 | Term 3 |
|------------|---|---|--|
| Assessment | 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 | Term 2a: written speech and delivery Term 2b: essay question based on a sonnet | Term 3a: comprehension and SPaG combined assessment Term 3b: essay question based on an extract from the text studied |

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">ration and scalemultiplicative changemultiplying and dividing fractionsworking in the Cartesian planerepresenting datatables and probability | <ul style="list-style-type: none">brackets, equations and inequalitiessequencesindicesfractions and percentagesstandard index formnumber sense | <ul style="list-style-type: none">angles in parallel lines and polygonsarea of trapezia and circlesline symmetry and reflectionthe data handling cyclemeasure 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.

COURSE OVERVIEW

Topics:

- You are what you eat
- It's getting hot in here
- Flow with it
- The grass is always greener
- Metallic madness
- Keep on moving
- Staying alive
- Meet the Elements
- Give us a wave

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:

- www.educationquizzes.com/ks3/science/
- www.bbc.co.uk/education/subjects/zng4d2p
- www.pearsonactivelearn.com/
- www.thenational.academy/ (full lessons)
- www.senecalearning.com/en-GB/ (make your log on and revise)
- www.keystagewiki.com/index.php/Science_Key_Stage_3 (scientific inquiry and theory support)

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.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|---------|--|-----------------------------------|--|
| Content | Handball Tag rugby Planning for life fitness Gymnastics | Athletics Swimming Football | Rounders Health and Wellbeing Volleyball Basketball |

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 ملماً بتعاليم الإسلام، ولديه وعيٌ حقيقيٌ بدينه وقيمته وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطلاب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :

COURSE OVERVIEW

| | Term 1 | | Term 2 | | Term 3 | |
|-----------------------------|---|--|--|--|---|---------|
| | Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
| محور الوحي الإلهي | حفظ وتفسير المعاني العامة لأيات من القرآن الكريم (سورة ق ١-١٥). | حفظ وتفسير المعاني العامة لأيات من القرآن الكريم (سورة ق ١-٢٣). | 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 | |
| محور قيم الإسلام وآدابه | أثر مراقبة الله تعالى على السلوك | | | قيمة التسامح في معاملاته | صلاة الضحى والليل | |
| محور أحكام الإسلام ومقاصدها | حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية. | أثر مراقبة الله تعالى على السلوك | قيمة التسامح في معاملاته وعلاقاته الإنسانية | و علاقاته الإنسانية | | |
| محور العقيدة | أدلة وحدانية الله تعالى | حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية. | أنواع صلاة التطوُّع وأثرها في حياة المسلم. | أنواع صلاة التطوُّع وأثرها في حياة المسلم. | | |
| | | أدلة وحدانية الله تعالى، | أدلة وحدانية الله تعالى | | | |

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 : 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، ويظهر القدرة على تحديد الأفكار والحجج ووجهات النظر في النصوص والربط بينها مستخدماً معرفته ببنية النص، ويقرأ بالإضافة إلى النصوص المقررة نصوصاً أخرى إضافية لتطوير لغته وتعزيز مهاراته القرائية وربطها بالكتاب المكتوب باللغة العربية.

مهاره 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 والصِّرفية: يتعرف الطالب مفاهيم جديدة مثل (علامات إعراب الاسم الأصلية والفرعية، العدد والمعدود، إعراب المثني وجمع المذكر السالم والأسماء الخمسة)
مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهما لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقيم النص وفق معايير محددة ويلتزم آداب الاستماع.

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

COURSE OVERVIEW

| Term 1A | Term 1B | نواتج التعلم |
|--|---|--|
| <p>الموضوعات: "مهاره القراءة"</p> <p>شعر: قصيدة (لامية الطغراني)</p> <p>قصة (الضحك آخر الليل</p> <p>نص معلوماتي</p> <p>(تاريخ التدفئة)</p> <p>الموضوعات: "مهاره التحدث والاستماع"</p> <p>الاستماع:</p> <p>"قصة في حجم بيضة"</p> <p>المحادثة: تقديم عرض حول</p> <p>الأسواق.</p> <p>اللغة) النحو والبلاغة):</p> <p>علامات إعراب الاسم الأصلية والفروعة</p> <p>الأغراض البلاغية للجمل</p> <p>الكتابة الإبداعية:</p> <p>السيرة الذاتية</p> <p>النص السردى</p> <p>(وصف الشخصية)</p> <p>النص التفسيري</p> <p>الاستجابة الأدبية</p> <p>النص الإقناعي</p> | <p>الموضوعات: "مهاره القراءة"</p> <p>قصيدة " قوة العلم</p> <p>أسواق شعبية من العالم</p> <p>مرض الورق</p> <p>قصيدة</p> <p>(إشراقه وطن)</p> <p>حسون الحواي</p> <p>الموضوعات: "مهاره التحدث والاستماع"</p> <p>نص استماع:</p> <p>"عالم الطباعة بين القديم والحديث</p> <p>المحادثة: العمل التطوعي</p> <p>اللغة) النحو والبلاغة):</p> <p>الجملة والتركيب</p> <p>إعراب المثنى وجمع المذكر السالم</p> <p>التشبيه التام</p> <p>الكتابة الإبداعية:</p> <p>الاستجابة الأدبية</p> <p>النص التفسيري</p> <p>النص الإقناعي</p> | <p>يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية والتفاصيل.</p> <p>يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه.</p> <p>-يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يميز به كل نوع.</p> <p>-يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف).</p> <p>-يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي.</p> <p>-يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً 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، موضحاً ما يميز 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، موضحاً الفكر الرئيسة والجزئية فيه.</p> <p>يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه.</p> <p>-يسوعب 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 عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر.</p> <p>-يتعرف علامات إعراب الاسم الأصلية والفروعة 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 إعراب المثنى وجمع المذكر السالم.</p> <p>يتعرف المتعلم التشبيه التام وينتج في جمل من إنشائه.</p> <p>يكتب سيزاً غريبة أو ذاتية ونصوصاً سردية أخرى مطبقاً استراتيجيات السرد والحوار، والوصف (فيزيائي مادي)، وصف الخلفية، المقارنة بين الشخصيات.</p> <p>- يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولهها مقدماً أدلة مقنعة.</p> <p>- يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتأملًا في أبعاد النص منظمًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية.</p> <p>-يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.</p> |

TERM 1

Content



ARABIC A *continued*

| Term 2A | Term 2B | نواتج التعلّم |
|--|--|---|
| الموضوعات: "مهاره القراء" النص الأدبي " القول ما قالت حزام". شعر: أمل ونفاؤل نص معلوماتي النص الأدبي " عصفور السيدة بيرونيه" الموضوعات: "مهارة 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: "مهارة القراء" النص الأدبي " القول ما قالت حزام". شعر: أمل ونفاؤل نص معلوماتي النص الأدبي " عصفور السيدة بيرونيه" الموضوعات: "مهارة التحدث والاستماع" الاستماع: ماذا لو عادت البركين العظيمة لتتشط؟ اللغة(النحو والبلاغة): 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، موضحاً الفكر الرئيسية والجزيئية 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 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، موضحاً 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، موضحاً الفكر الرئيسية والجزيئية فيه. - يفسر المتعلم كلمات النص الشعري،مستنتجاً الدلالات التعبيرية(الإيحائية) فيه. - يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة 2.1.2.2G7 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) مراعيًا أحوالهما في التوظيف.2.2.2.6G7 يتعرف التشبيه المجلمل والمفصل، موضحاً مواطن الجمال، ويتجهما في جمل من 1.1.5.6G8 إنشائه. يتعرف ضمائر النصب المتصلة6.2.2.5G7. 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 زمانياً ومكانياً، مختاراً وجهة 1.4.2.4G6 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 تفسيرًا 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. |

ARABIC A *continued*

| Term 3A | Term 3B | نواتج التعلّم |
|---|--|--|
| الموضوعات: "مهارة القراء" 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 إعراب المثني وجمع المذكر السالم والأسماء الخمسة (تعزيز) الكتابة الإبداعية: النص الإقناعي نصاً سردياً. | الموضوعات: "مهارة القراء" -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): ضمائر النصب المتصلة. التشبيه التام المبني للمجهول تعزيز المفعول له الكتابة الإبداعية: نصاً سردياً. نص إقناعي. | يبين المعنى الإجمالي للنص، موضحاً الفكر الرئيسية والجزيئية 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 يتميز به كل نوع. -يحلل المتعلم الرواية إلى عناصرها، مبيناً كيف رتب المؤلف أحداثها مثل: (استخدام الحيكات المتوازية، والتلاعب في الزمن وزيادة سرعة الأحداث.....) -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، موضحاً 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، موضحاً الفكر الرئيسية والجزيئية فيه. - يفسر المتعلم كلمات النص الشعري،مستنتجاً الدلالات التعبيرية(الإيحائية) فيه. - يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد 2.1.2.2G7 من 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 مراعيًا أحوالهما 2.2.2.6G7. في التوظيف. يتعرف التشبيه التام وينتجه في جمل من إنشائه. يتعرف المتعلم الفعل المبني للمجهول والمبني للمعلوم يوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمانياً ومكانياً، 1.4.2.4G6 مختاراً وجهة نظر مناسبة للقصة، مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) - يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا 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. |



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

| Content | Term 1 | | Term 2 | | Term 3 | |
|---------|--|---|---|---|--|---|
| | Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
| | Unit: Tolerance and Coexistence <ul style="list-style-type: none">no bullyingtolerancemy strange friend Grammar: <ul style="list-style-type: none">صيغ المبالغة (التفضيل)صيغ المبالغة - التعجب Writing Skills: <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. | Unit: Emotions <ul style="list-style-type: none">happinessangerthe hunger Grammar: <ul style="list-style-type: none">exclamation stylepronounsconnectionpresent, past, future tensesnegative Writing Skills: <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. | Unit: The Environment <ul style="list-style-type: none">forestenvironment protection Grammar: <ul style="list-style-type: none">الحملة الاسمية والفعليةالفعل. الماضيأدوات الربط (لَأَنَّ – لَنْ – كذلك – بينما) Writing Skills: <ul style="list-style-type: none">Write a paragraph describing the importance of forestsCauses of pollution and how to protect the environment. | Unit: Environment and Technology <ul style="list-style-type: none">power resourcesEmirates Mars mission Grammar: <ul style="list-style-type: none">present, past, future tensessingular, dual, pluralexclamation style Writing Skills: <ul style="list-style-type: none">students will write about using technology to safe our environment.students will write about Emirates Mars Mission. | Unit: Proud of my country <ul style="list-style-type: none">roles models in my lifevolunteering Grammar: <ul style="list-style-type: none">the connected pronouns (الضمائر المتصلة) Writing Skills: <ul style="list-style-type: none">Write a paragraph about his role modelComparison between good and bad role modelwrite about a real experience in volunteering, and the impact of that on the student and on the society. | Unit: Advertising and Economics <ul style="list-style-type: none">advertisingfood and drinksclothing Grammar: <ul style="list-style-type: none">أسلوب النفيأدوات الاستفهامأدوات الاستفهام Writing Skills: <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 EmiratesDescribe the appropriate work clothes from your point of view, explaining the reason for your selection |

HISTORY

In Year 8 students will begin by developing their knowledge and understanding of the Tudor and Stuart period in Britain 1500-1750. Students will start by exploring the personality and reign of King Henry VIII, his divorce and the “Break with Rome”. They will then investigate the impact of the establishment of the Church of England and the many religious changes that took place in the 16th century known as the Reformation.

Students will also study in depth aspects of the reign of Queen Elizabeth including the defeat of the Spanish Armada. Finally, there will be a focus on the causes of the English Civil War and the execution of King Charles I as well as an exploration of other 17th century events such as the Great Plague of 1665 and the Fire of London the following year.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|-------------------|--|---|--|
| Content | Britain 1500-1750 – What was the impact of King Henry’s divorce? <p>This unit will explore the character of personality of Henry VIII with a focus on the reasons for his divorce and the “break with Rome”, as well as his other marriages.</p> <p>This is followed by an exploration of the differences between the Catholic and Protestant faiths and the impact of the reigns of Henry’s children – Edward VI, ‘Bloody’ Mary I and Elizabeth I.</p> | Britain 1500-1750 – Why was there an English Civil War in the 17th Century? <p>This unit investigates the long- and short-term causes of the English Civil War between King Charles I and Parliament.</p> <p>There will be a study of the Civil War battles and the reasons why Parliament won and then went on to execute King Charles I.</p> | Britain 1750-1900 – Why did Britain become “Great” in this period? <p>This unit studies aspects of Britain’s industrial revolution and investigates how Britain became “the workshop of the world” in the 19th Century.</p> <p>There will also be a study of the Trans-Atlantic Slave Trade and the experience of Africans taken to the Americas.</p> |
| Assessment | An assessment on the reasons for Henry’s “break with Rome” | A source-based assessment on interpretations of the execution of Charles I. | A knowledge-based assessment on content covered across the year. |

Useful Websites:

- www.historylearningsite.co.uk
 - www.bbc.co.uk/history/0
 - www.understandingslavery.com
- www.getrevising.co.uk/
 - www.historytoday.com/
 - www.johndclare.net/



GEOGRAPHY

In Year 8, students will study an array of topics within Physical, Human and Environmental Geography. 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. Students will look at various global issues and look to strengthen an empathetic approach to learning that will help them assess these global issues from the viewpoints of multiple stakeholders.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|-------------------|--|--|--|
| Content | Topic: Africa <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 | Topic: The Amazon Rainforest <ul style="list-style-type: none"> Intro to Amazon Rainforest Amazon tribes deforestation stakeholders shifting cultivation manaus | Topic: Weather and Climate <ul style="list-style-type: none"> what is the weather what causes the weather measuring the weather designing weather measuring instruments rainfall air pressure climate zones factors that affect climate the climate of the UAE |
| Assessment | Biomes and natural resources in Africa | Create a newspaper article on the Amazon Rainforest | Presentation of weather designs as well as an end of unit test |

Useful Websites:

- www.ordancesurvey.co.uk
- www.geography.org.uk
- www.geographyalltheway.com

MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH

New students who join Metropole in Year 8 can choose to study either French or Spanish. If a student has studied either French or Spanish previously, they should continue to learn the same language at Metropole School. Current Metropole students, who have already been studying French or Spanish in Year 7, will continue with their same choice of language in Year 8.

For fluent and advanced speakers of French or Spanish, students should choose to study the language that they are less proficient in to widen their linguistic skills. They will be assigned to either a French or Spanish class accordingly. Unfortunately, students are not allowed to switch between languages.

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

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

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

| | Term 1 | Term 2 | Term 3 |
|-------------------|---|--|---|
| Content | <ul style="list-style-type: none"> talking about your town giving directions talking about where to go saying what you can do in a town talking about holidays and plans talking about getting ready to go buying drinks and snacks saying what you would like to | <ul style="list-style-type: none"> talking about animals writing a poem describing a painting talking about television programmes and films talking about reading discussing the internet talking about what you did yesterday expressing your opinion on books, tv and film | <ul style="list-style-type: none"> saying what you did in Paris saying when you did things discussing tourist attractions saying where you went and how interviewing a suspect talking about personalities talking about personalities talking about music talking about clothes |
| Assessment | 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"> introducing yourself talking about personalities talking about birthdays using numbers and the alphabet discussing pets saying what you like to do the weather what sports you like | <ul style="list-style-type: none"> school subjects giving opinions describing your school describing your family describing your appearance talking about where you live | <ul style="list-style-type: none"> describing towns and villages telling the time ordering in a café using the verb if (to go) talking about future plans using the verb querer (to want) |
| Assessment | Reading, Speaking, Listening, Writing, Grammar | Reading, Speaking, Listening, Writing, Grammar | Reading, Speaking, Listening, Writing, Grammar |

Useful Websites:

- www.linguascope.com
- www.pearsonactivelearn.com
- www.quizlet.com
- www.wordreference.com
- www.languagesonline.org.uk
- <https://en.pons.com/translate>
- www.educationperfect.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 | <ul style="list-style-type: none"> inside the computer stop motion / iMovie | <ul style="list-style-type: none"> E-Safety in line with Internet Safety Day logo | <ul style="list-style-type: none"> python basics digital literacy |
| Key Skills | <ul style="list-style-type: none"> de-bugging 2D animation planning creative thinking teamwork evaluation computer networking | <ul style="list-style-type: none"> planning initiative creativity collaboration curiosity critical thinking analytical and research skills | <ul style="list-style-type: none"> computational thinking planning problem solving curiosity de-bugging programming sequencing critical thinking |
| Assessment | <ul style="list-style-type: none"> written/digital assessment home learning tasks practical assessments demonstrating skills | <ul style="list-style-type: none"> written/digital assessment home learning tasks practical assessments demonstrating skills | <ul style="list-style-type: none"> programming assessment home learning tasks |

Useful Websites:

- www.codecademy.com/learn/learn-python
- www.educative.io
- www.pbs.org/wgbh/nova/labs/lab/cyber
- www.pbskids.org/cyberchase/
- www.diy.org
- www.pixilart.com
- www.makecode.microbit.org



ART AND DESIGN

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

Prep school 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.

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.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|------------|---|---|---|
| Content | Surrealism: Introduce students to the project and the concept of surrealism. Students have been briefly introduced to this style of art working in realism, but they now will look at surrealism in depth, and gather prior knowledge of various artists linked to the theme. | Sweets and Treats: Students will look at the theme of Sweets and Treats and explore shape, line and form through observational drawing. They will also use mix media to support them with their work. | Masks: Students explore the purpose of masks in a variety of cultures both past and present. The key learning points for this project are about expressions, designing with a purpose and using various techniques. |
| 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. | 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. | 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:

- www.bbc.co.uk/bitesize/subjects/z6f3cdm
- www.studentartguide.com
- www.artsy.net
- www.pinterest.com

MUSIC

In Year 8, students continue to develop their musical skills. In Music we class our three key skills as: Performance, Composition and Listening & Appraising.

Our focus in Year 8 is to build on prior musical learning from Year 7 by studying Music from a broader range of genres. To do this we plan our units around our three key skills, through collaboration and practical music making activities.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|------------|---|--|---|
| Content | Hooks & Riffs In our first topic of Year 8 we learn about the development of hooks and riffs in Music. Scary Music In our second topic students will compose their own music using the stimulus of scary music. We will look at composing for a moving image and look at music in the media by composing for a scary theme park ride. | Music Technology In our third topic we will explore different music technology platforms to compose pieces of music. Students will compose to a brief and use the programme of their choice to complete their work. Keyboard Skills In our fourth topic students will develop their keyboard skills by learning a variety of different pieces using different hand positions, working as a soloist and a duo. | Blues Music In our fifth topic, students explore the genre of 'The Blues'. We look at the impact of the Slave Trade on Music history. Students learn how to build chords, play scales and improvise over a beat. Reggae Music In our sixth topic students look at how the genre Reggae developed and learn how to play the famous piece 'Yellow Bird' as a trio. |
| Assessment | Assessment takes place throughout the year. Topic assessments take place at the end of each topic to assess students understanding of key concepts and skills. Assessment tasks focus on the three areas of musical skill development: Performance, Composition and Listening & Appraising. In Year 8 Performance assessments may be as an individual or a member of a group. Students will be given plenty of notice and support in class leading up to these assessments. | | |

Useful Websites:

- Edu.bandlab.com
- www.musiclab.chromeexperiments.com/Song-Maker/
- www.musiclab.chromeexperiments.com/Rhythm/
- www.musiclab.chromeexperiments.com/Chords/
- www.musictheory.net/
- www.classicsforkids.com/
- www.bbc.co.uk/bitesize/subjects/zmsvr82



DRAMA

In Year 8, 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.

Drama in Year 8 will build on existing skills and knowledge that focus on developing a deeper understanding of Theatre as an art form. Students will work on furthering specific physical and vocal skills in performance but will also explore social issues and themes that evoke self-reflection and empathy towards others. The inclusion of play text analysis promotes literacy skills and challenges our students to question the author's message and how to communicate this in practical work. Whilst the emphasis is on performance, there will also be opportunities for students to develop their written work, particularly reflection, analysis and evaluation.

COURSE OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|------------|--|---|--|
| Content | Theatre in Education In this topic students will explore a PSHE topic and use practical exploration to look at social and emotional elements of the topic. Students will explore the genre 'Theatre in Education' and use this to create theatre that informs and educates its audience. | Melodrama Students will study a different stimulus each lesson exploring the exaggerated drama from: melodrama. Students will learn about the history of melodrama, learn about real life stories, poems and historical events during this topic. | Musical Theatre Students will study a variety of musical theatre scenes. Students will learn to use visual examples / modelling to create their own versions of the scenes. Students will learn about the combination of arts disciplines and how to sequence these skills to build a polished performance. Students will learn to use character analysis to play a role believably. |
| | Stone Cold In this topic students will learn to perform the script itself and use the text as a stimulus. Students will learn to take on roles from the text and learn lines in preparation for performance. Students will learn to read between the lines and create imaginative scenes that are improvised from the stimulus. | Free Students will read from, perform from and devise from the text 'Free'. Students will also improvise/devise from the text using scenes as a stimulus for creating the drama. | TV Scripts Students will learn about TV comedy and comic timing. Pupils will learn about the delivery of comedy drama. They will learn about TV comedy and comic timing. Pupils will learn about the delivery of comedy drama. Pupils will learn how to produce their versions of the comedy roles by looking specifically at accents. Pupils will use visual examples of scenes to learn about performance technique. Pupils will learn lines and perform polished scripted pieces. |
| Assessment | 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 work, and their knowledge and understanding of the genres they have learned through a written response. | | |

Useful Websites:

- www.nationaltheatre.org.uk
- www.bbc.co.uk/bitesize/subjects/zbckjxs
- www.kidactivities.net/drama-games-and-activities
- 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 th 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 st 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 th November – Wednesday 30th November | House Winners Activity Afternoon |
| Tuesday 29th November | National Day Celebrations |
| Thursday 1st December | Winter Performance |
| Monday 5 th 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 th 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 st June – Friday 23rd June | Year 12 Enrichment Days |
| Saturday 24th June | Sixth Form Prom |
| Monday 26 th June – Tuesday 27th June | House Winners Activity Afternoon |
| Wednesday 28th June | Ferrari World School Trip: Years 7-13 |
| Monday 3 rd 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 th 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 th 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



