



**CURRICULUM
HANDBOOK**

Year 9

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 9

Dear Parents,

It is with great pride and excitement that I am transitioning from Head of Year 8 to Head of Year 9 this year. I look forward to continuing our partnership with you to ensure all children are celebrated and supported. Together, we will ensure that we maintain our tradition of excellence and community that makes Metropole such a special place.

At the heart of my practice is building strong relationships with the staff, students, and families I serve. I look forward to listening to your ideas and collaborating with each of you to support our sense of community and shared vision for the school. As Head of Year 9, I will strive to ensure that all Year 9 students and families feel welcome and connected to our school family.

Our dedicated Year 9 LEAD team have welcomed and settled the students brilliantly, and will work with your child throughout the year to develop long lasting and caring relationships. With LEAD time every morning, LEAD teachers will ensure students are given an opportunity to talk about their experiences and discuss their plans for the future, using this dedicated time for students to ask questions and receive guidance on various areas such as Year 9 GCSE options and Career opportunities. We want to create an open environment where students can talk about their feelings and work together to resolve them, and encourage them to use their voices.

Thank you for your continued support in ensuring our students are safe and well prepared whilst at school. I wish the students well for another successful year at Metropole School!

Yours sincerely,

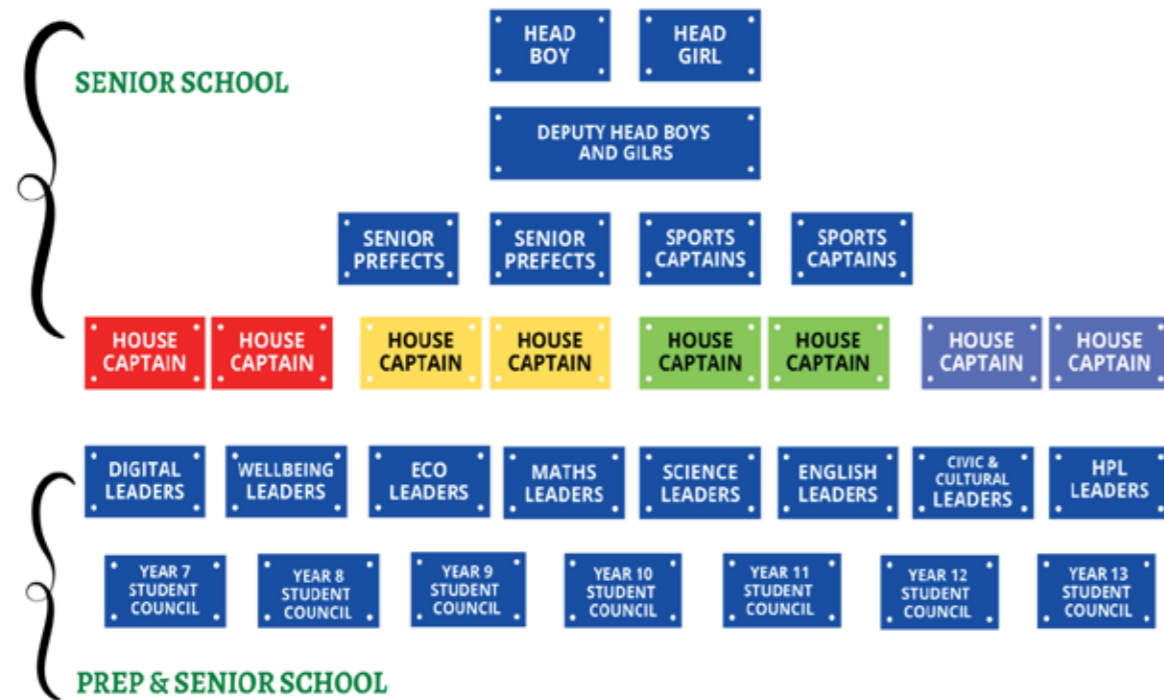
Ms. Heather Scott
Head of Year 9





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.alwafee_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
ECA's	MR. MARTIN BOOTHER	m.boother_mts@gemsedu.com



CURRICULUM OVERVIEW

SUBJECT	LESSON PER WEEK	TIME ALLOCATED MINUTES
ENGLISH	4	240
MATHEMATICS	4	240
SCIENCE	4	240
PHYSICAL EDUCATION	2	120
ISLAMIC STUDIES (MUSLIM STUDENTS) LEARNING TO LEAD (NON-MUSLIM STUDENTS)	1.3	80
ARABIC A & B	3	160
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
ENRICHMENT	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 Year 9 English course is designed to reinforce, consolidate, and develop the knowledge and skills that have been embedded throughout our Key Stage Three Curriculum. It is built around the interrelated strands of language, literature and literacy as well as forming a transition to the English Language and English Literature IGCSE courses.

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

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Term 1a: Global and Local Issues – Plastic Pollution</p> <p>Students will complete an inquiry-led project on a real-world issue: 'Plastic Pollution'.</p> <p>Students will collate a range of sources and utilise their findings for a summative written task in which purpose and audience of the texts gathered are specified.</p> <p>They will then create a persuasive speech or article using the information they have found throughout their research and study.</p>	<p>Term 2a: People and Places Poetry</p> <p>Students will study a selection of nature-based poems from the Oxford AQA Exams Poetry Anthology People and Places. The thematic links between the poems allows students to study a range of connected ideas and themes from poets and poetry across different times and contexts.</p> <p>Alongside this, students will analyse and evaluate authorial methods, studying key themes, language and structural devices and their impact on the reader.</p> <p>Term 2b: Dystopian Writing</p> <p>Students will read a range of short stories that all have a sinister / dystopian element to them. They will then focus on how narrative perspective, symbolism, overall structure and detailed description can impact a story and its audience. Alongside the texts they read they will begin to craft their own dystopian fiction, practicing the craft of the writer through drafting and editing their work.</p>	<p>Term 3a: Tales of the Unexpected</p> <p>Students will study a range of short stories from Roald Dahl with a focus on developing reading and grammar skills.</p> <p>It will also provide students with opportunities to consider effective narrative structures</p> <p>Term 3b: Shakespeare: Aspects of Tragedy</p> <p>Students will study a range of extracts from Shakespeare to gain an understanding of the tragic genre.</p> <p>Students will analyse and evaluate authorial methods, studying key themes of tragedy, language and structural devices and their impact on the reader. Particular attention will be paid to generic conventions of tragedy.</p>
	<p>Term 2b: Novel Study</p> <p>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.</p>		



ENGLISH continued

	Term 1	Term 2	Term 3
Assessment	Term 1a: analysis of writer's language based on a range of sources and a written speech. Term 1b: essay question based on an extract from the text studied.	Term 2a: essay-based question based on a poem studied. Term 2b: narrative written piece.	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 9, students focus on the fundamental skills and topics that will prepare them for the IGCSE. Students build on prior knowledge and will also be introduced to new concepts and methods. To supplement this work, students will also be working on functional skills tasks, which apply mathematics in everyday situations and work on students' problem-solving skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> ▪ fractions ▪ expressions and equations ▪ sequences ▪ linear graphs ▪ angles ▪ percentages ▪ probability 	<ul style="list-style-type: none"> ▪ pythagoras ▪ handling data ▪ fractions ▪ LCM and HCF ▪ simultaneous equations ▪ talking about where you live 	<ul style="list-style-type: none"> ▪ equations and quadratics ▪ expanding and factorizing ▪ trigonometry ▪ percentages ▪ real life graphs ▪ similar shapes ▪ transformations
Assessment	Written assessment at the end of term 1 covering all topics from the term	Written assessment at the end of term 2 covering all topics studied so far from the start of the year	Written assessment at the end of term 3 covering all topics studied so far from the start of the year

Useful Websites:

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



SCIENCE

In Year 9, 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

Year 9 students will start learning the fundamentals of the IGCSE Double Science Award that is covered in the Year 10 Topics. It is intended to give the students insight into what areas of science will be covered in the IGCSE and will help the students make a more informed choice about their science options. Starting the IGCSE content a year early allows the students to recognise any knowledge gaps and then to build a base of learning going forward into KS4.

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.cgpbooks.co.uk/interactive_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 in and revise)
- www.keystagewiki.com/index.php/Science_Key_Stage_3 (scientific inquiry and theory support)

PHYSICAL EDUCATION

Students in Year 9 will continue experiencing a broad and creative curriculum that has been thoroughly mapped so experiences and prior learning can continue to be built and further developed. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

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

In line with the GEMS Metropole 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	Swimming Athletics Introduction to GCSE PE	Tag Rugby Rounders Fitness for Sports Football	Gymnastics Badminton Handball 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 منهج الصف الثامن 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 للطلاب تحقيق معرفة قوية ونضج حقيقي يُلبي به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
محور الوحي الإلهي	يحفظ ويفسّر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسّر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسّر معاني آيات من القرآن الكريم من سورة يس	ح يحفظ ويفسّر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسّر معاني آيات من القرآن الكريم من سورة يس	يحفظ ويفسّر معاني آيات من القرآن الكريم من سورة يس
محور السنة النبوية	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم	العلم نور	
محور قيم الإسلام وأدابه	الأب المرّي والجّد الرحيم.	والجّد الرحيم.	المرّي والجّد الرحيم.	المرّي والجّد الرحيم.	الايامن والنذور	
محور أحكام الإسلام ومقاصدها	الإخلاص والرياء	الإخلاص والرياء	أنواع الأمن، ويُبيّن عواملها، ويُحدّد أولوياتها، ويصمّم برنامجًا مناسبًا عنها، موضحة أهمية الأمن والمسؤولية الفردية والجماعية عنه.	أنواع الأمن، ويُبيّن عواملها، ويُحدّد أولوياتها، ويصمّم برنامجًا مناسبًا عنها، موضحة أهمية الأمن والمسؤولية الفردية والجماعية عنه.		

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 منهج الصف التاسع على المهارات والمفاهيم التالية : المهارت اللغوية من خلال تفاعل الطلبة الواعي مع مضامين النصوص وأفكارها، ويكونون شركاء فاعلين في عملية التعليم والتعلم، ولا يقتصر دورهم على التلقي السلبي فقط، والمنهاج مُقسم إلى ثلاثة فصول، في كل فصل ستة أسام وهي: مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة على تحديد الأفكار والحجج وجهات النظر في النصوص والربط بينها مستخدمًا معرفته ببنية النص، ويقرأ بالإضافة إلى النصوص المقررة نصوصًا أخرى إضافية لتطوير لغته وتعزيز مهاراته القرآنية وربطها بالكتاب المكتوب باللغة العربية. مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة التعبير " الإبداعي والوظيفي" مثل: القصص وكتابة النصوص الإقناعية والمقالات والسير. المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه المؤكد والمجمل والمفصل والاستعارة) ويتذوق جمالياتها ويستخدمها في التعبير. المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (الحال، والتميز، وأدوات نصب الفعل المضارع، وأدوات الجزم والتركيب الإضافي، والفعل الأمر). مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقم النص وفق معايير محددة ويلتزم آداب الاستماع. مهارة التحدث: يُظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة المحاذية مثل: التنعيم، والنير، والإيماء، والإشارات...، ويشارك بفاعلية في عروض رسمية كالخطب والمناقشات العلنية والمناظرات، كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة.

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التّعلم
TERM 1 Content	الموضوعات: "مهارة القراءة" شعر: من تجارب الحياة. قصة: أعظم نعمة -النص المعلوماتي: كُن أنت. -النص الشعري: إلى شباب بلادي. -النص المعلوماتي: الإدمان على الإنترنت. الموضوعات: "مهارة التّحدث والاستماع" الاستماع: (ذلك النبع قديم). المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: الحال. البلاغة: التشبيه المفصل والمجمل. الكتابة الإبداعية: نص سردي: آمال ذهبت مع الريح.	الموضوعات: "مهارة القراءة" شعر: يوم الشهيد. قصة: مسافر بالدرجة الثالثة. -النص المعلوماتي: أدمغتنا لا تحب القصص. شعر: الحجر الصغير. -النص المعلوماتي: من أجل نمط عيش صحي. الموضوعات: "مهارة التّحدث والاستماع" الاستماع: القدرات الكامنة. المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: التمييز. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: تقرير بحثي.	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحة الفكرة الرئيسية والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يسر الكلمات مستخدمًا المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها. -يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات. -يحدد الأحداث التي تطور الحكمة موضحة كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات. -يتتبع السرد والوصف والحوار في القصة. -يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة . -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلًا أو أكثر. -يتعرف الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. -يتعرف التمييز ويعربها إعرابًا صحيحًا ويوظفها في كتابته. -يتعرف التشبيه المفصل والمجمل والمؤكد ويحللها، موضحة مواطن الجمال وينتجها في جمل من إنشائه. -يكتب سيرة ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف المادي، والمقارنة بين الشخصيات. -يكتب تقريرًا بحثيًا عن فكرة أو قضية مهمة، وي طرح سؤالًا مركبًا واحدًا مؤسسًا لفكرة مركزية مطورًا الفكرة بالأدلة والأمثلة.



ARABIC A *continued*

	Term 2A	Term 2B	نواتج التعلّم
TERM 2 Content	الموضوعات: "مهارة القراءة" -وصية ذي الإصبع العدواني. -قصة: نظرة. -النص المعلوماتي: كُن أنت. -النص الشعري: وداعاً يا أحبائي. -النص المعلوماتي: صناعة السفن الخشبية..	الموضوعات: "مهارة القراءة" شعر: الإمارات نبض روحي وطني. -قصة: حدادو جبل بولوفا. -النص المعلوماتي: الأساطير -قصة: الحوض المسحور.. -النص المعلوماتي: السندباد البحري.	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحاً الفكرة الرئيسية والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يفسر الكلمات مستخدماً المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها. -يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات. -يحدد الأحداث التي تطور الحبكة موضحاً كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات. -يتتبع السرد والوصف والحوار في القصة. -يحدد الفكر الرئيسية للنص بعد تحليله المعلومات الصريحة مستشهداً بمصادر متعددة من الأدلة. -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. -يتعرف أدوات نصب الفعل المضارع، وحالات نصبه. -يتعرف أدوات جزم الفعل المضارع وحالات جزمه. -يتعرف التشبيه المرسل، والمؤكد ويحللها، موضحاً مواطن الجمال وينتجها في جمل من إنشائه. -يتعرف الاستعارة، وينتجها في جمل من إنشائه. -يكتب نصوصاً تفسيرية قائمة على الوصف، أو الشرح، أو المقارنة والمقابلة، أو المشكلة والحل، ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.
	الموضوعات: "مهارة التحدث والاستماع" الاستماع: رجال اللؤلؤ. المحادثة: البحر أسرار وثرورات.. اللغة (النحو والبلاغة): النحو: أدوات نصب الفعل المضارع.. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: -متمى تخطط لمستقبلك؟	الموضوعات: "مهارة التحدث والاستماع" الاستماع: الحكواتي. المحادثة: الحكايات الشعبية.. اللغة (النحو والبلاغة): النحو: أدوات جزم الفعل المضارع. البلاغة: التشبيه المرسل والمؤكد. الكتابة الإبداعية: -التعصب الأعمى للأفكار والأشياء..	

	Term 3A	Term 3B	نواتج التعلّم
TERM 3 Content	الموضوعات: "مهارة القراءة" -النص المعلوماتي: عالم الذئاب الملهم. -رواية ذنب اسمه طواف. الموضوعات: "مهارة التحدث والاستماع" الاستماع: الأيل. المحادثة: عالم البراري. اللغة (النحو والبلاغة): النحو: حالات بناء الفعل الأمر. -التركيب النعني. البلاغة: الكتابة الإبداعية: خص إقناعي: هل الوطن ضرورة ملحة.	الموضوعات: "مهارة القراءة" -رواية: ذنب اسمه طواف. الموضوعات: "مهارة التحدث والاستماع" المحادثة: حيوانات مهاجرة.. اللغة (النحو والبلاغة): النحو: ضمائر الجر المتصلة. البلاغة: الاستعارة. الكتابة الإبداعية: خص إقناعي: صيد الحيوانات متعة أم إيذاء	-يحدد الفكر الرئيسية للنص بعد تحليله المعلومات الصريحة مستشهداً بمصادر متعددة من الأدلة. -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -يلخص النص بموضوعية ناقلاً غاية الكاتب بدقة ذاكر نقاطاً محدودة رئيسة قدمها المؤلف لدعم غايته. -أن يحدد الأحداث التي تطور الحبكة موضحاً كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات في الرواية. -أن يحلل الشخصيات من خلال أفكارها وأقوالها وأفعالها. -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 الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. -يتعرف التمييز ويعربها إعراباً صحيحاً ويوظفها في كتابته. -يتعرف التشبيه المفصل والمجمل والمؤكد ويحللها، موضحاً مواطن الجمال وينتجها في جمل من إنشائه. -يكتب نصوصاً إقناعية مقدماً وجهة نظره في قضية أو موضوع مدعومة بأدلة داعمة من مصادر مختلفة.

ARABIC B

In Year 9, Arabic B updated curriculum aims to cover different levels to meet the student's needs. The curriculum focuses on real life activities or situations or public figures, students will learn and apply their learning developing their language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will demonstrate new ways to build strong base in asking and answering questions about key details in texts and reading aloud. Students will present their work or presentations orally or through other media. In addition, students learned how to write different types of texts (articles, informative essays, description essays, journals, persuasive essays) applying new grammar concepts.

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	Unit: The World of Dreams <ul style="list-style-type: none"> dream house dream job Grammar: <ul style="list-style-type: none"> plural of masculine plural of feminine Writing Skills: <ul style="list-style-type: none"> writing a description text about the dream house, and the problem of housing in many countries in the world designing a personal CV and try to write about their dream jobs and how to get it 	Unit: Fame and Celebrities <ul style="list-style-type: none"> meeting a celebrity advantages and disadvantages of the fame Grammar: <ul style="list-style-type: none"> the connected pronouns (الضمائر المتصلة) Writing Skills: <ul style="list-style-type: none"> writing a dialogue with a celebrity writing a convincing text about the advantages and disadvantages of the fame, and give examples from real life 	Unit: Memories <ul style="list-style-type: none"> my journals (my mom is my queen) diary of a wimpy kid Grammar: <ul style="list-style-type: none"> possessive pronouns similarity (التشبيه) Writing Skills: <ul style="list-style-type: none"> Writing in a journal about a special day, or occasion, day of the week. Compare between diaries and journals writing about a diary during Covid and online learning 	Unit: Influential Characters <ul style="list-style-type: none"> Sheikh Zayed Helen Keller Grammar: <ul style="list-style-type: none"> similarity (التشبيه) types of similarity (أنواع التشبيه) Writing Skills: <ul style="list-style-type: none"> writing a discretionary text about Sheikh Zayed and his achievements 	Unit: Social Media <ul style="list-style-type: none"> old way of communication advantages and disadvantages of social media Grammar: <ul style="list-style-type: none"> negative sentences form / command sentences form (أسلوب التّعجب / النهي) Writing Skills: <ul style="list-style-type: none"> comparing old ways of communication with the current ones writing a convincing text about the advantages & disadvantages of social media 	Unit: The World of Cinema <ul style="list-style-type: none"> the history of cinema what to watch? (Rating movies) Grammar: <ul style="list-style-type: none"> the irregular plural (جمع التّكسير) connections (بينما - بالإضافة إلى - لكن - لأن) Writing Skills: <ul style="list-style-type: none"> writing a report about the cinema in the past and now writing a report about movies festivals and how to rate movies

Useful Websites:

- www.kamkalima.com/ar/home
- www.liveworksheets.com/worksheets/ar
- www.wordwall.net/en-us/community/arabic



HISTORY

In Year 9 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	<p>Europe 1900-1914 – Why was there a Great War in 1914?</p> <p>This unit will explore the reasons for tension and conflict between the Great Powers of Europe before 1914.</p> <p>This is followed by a depth study of life and death in the trenches of the Western Front 1914-18.</p>	<p>The Second World War 1939-45 – what was it like to be a soldier and a civilian in this conflict?</p> <p>This unit investigates the experiences of both soldiers and civilians in key events of the Second World War. There will be an opportunity to compare and contrast the experiences of combatants involved in both World Wars.</p> <p>There will also be a study of “turning points” in the development of the war from a selection of events including Dunkirk, Stalingrad and the Atomic Bomb.</p>	<p>The post-War World: 1945–c.2000</p> <p>This unit studies aspects of the post-1945 Cold War era.</p> <p>There will also be an opportunity to investigate the concept of significance as students research and decide what the most significant development of the 20th century was.</p>
Assessment	An assessment on the assassination of Archduke Franz Ferdinand	A source-based assessment on the evacuation of British children in WW2	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 9, 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	<p>Topic: Plate Tectonics</p> <ul style="list-style-type: none"> ▪ the structure of the earth ▪ the plates of the earth ▪ what are earthquakes and how are they measured ▪ case study of an earthquake ▪ the structure of a volcano ▪ case study of a volcano ▪ managing tectonic hazards 	<p>Topic: Population</p> <ul style="list-style-type: none"> ▪ population explosion over time ▪ population density and change ▪ The Demographic Transition Model ▪ population pyramids ▪ migration ▪ migration case study ▪ linking migration, population to urbanisation 	<p>Topic: Rivers</p> <ul style="list-style-type: none"> ▪ the water cycle ▪ the drainage basin system ▪ the rivers long profile ▪ river processes ▪ erosion landforms ▪ cause of flooding ▪ flood management ▪ case study of a flood event
Assessment	End of unit test	End of unit test	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 9 can choose to study either French or Spanish. If a student has studied either French or Spanish previously, they should continue to learn the same language at Metropole School. Current Metropole students, who have already been studying French or Spanish in Year 8, will continue with their same choice of language in Year 9.

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

We follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop the language learning skills of listening, speaking, reading and writing by studying a broad range of topics. Similarly, to Year 8, students will study a range of different topics over the year to broaden their range of vocabulary which they can then apply in different settings. Furthermore, students will continue to develop their awareness of diversity, and our curriculum intends to nurture students into true global citizens, and it's our belief that we are empowering students to become the leaders of tomorrow's world.

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

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

	Term 1	Term 2	Term 3
Content	<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 9, students will build on the programming skills and computing concepts which have been developed in Year 7 and 8 in preparation for student's option choices. Students will have an insight into both Computer Science and ICT topics to allow them to decide which path they would like to pursue for GCSE. Students will develop their capability, creativity and knowledge in both subjects using the following curriculum.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> HTML App Inventor 	<ul style="list-style-type: none"> Computational thinking Python 	<ul style="list-style-type: none"> data representation and conversion Lake Garda Project
Key Skills	<ul style="list-style-type: none"> problem solving programming tags and attributes adding tables introduction to CCS 	<ul style="list-style-type: none"> pseudo code recalling information problem solving sequencing iteration group work 	<ul style="list-style-type: none"> binary conversion binary addition hexadecimal conversion ASCII Ciphers application skills – leaflets / business / cards logo design
Assessment	<ul style="list-style-type: none"> practical assessment demonstrating skills home learning tasks 	<ul style="list-style-type: none"> written/digital assessment home learning tasks 	<ul style="list-style-type: none"> practical assessment demonstrating skills 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

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.

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

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Pop Art: Students study Pop Art through the work of different artists and develop their own Pop Art inspired art. They will look at a group of artists including Roy Lichtenstein, Keith Haring, Kenny Scarf and Jean Michel Basquiat.</p>	<p>Observational Drawing: Students will look at observational drawing this term, and concentrate on the theme of peppers. Students are to experiment with a range of media, materials, techniques and processes gaining knowledge in order to use them effectively and relevantly within their work</p>	<p>Endangered Animals: In the final term students will look at endangered animals, and be encouraged to raise awareness by creating a series of posters designs. They will start to experiment using a wide range of mix media, and investigate and research the work of others artists as inspiration.</p>
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
- www.artsy.net
- www.studentartguide.com
- www.pinterest.com



MUSIC

In Year 9 students will receive 2 hours of performing arts a week. Over the course of the year, they will study Drama, Dance and Music on a carousel system. Each subject will be taught by a specialist and students will rotate between the subjects once a half term.

In Music students will focus on continuing to develop their listening and appraising skills, composition skills and performance skills.

Outside of the classroom, students will have the opportunity to take part in a variety of activities over the academic year. Including, but not limited to ; Farmers Markets, Music Mondays and the annual school production. We also have a range of activities in performing arts supplied by ESM. For further information on these please do contact Mr A Sullivan a.sullivan_mts@gemsedu.com

If students wish to take up learning a musical instrument this year, we do have a team of instrumental teachers from the GEMS Music Hub here at MTS. Please do contact Mr. A. Sullivan for more information a.sullivan_mts@gemsedu.com

COURSE OVERVIEW

	Term 1	Term 2
Content	<p>Topic 1: Film Music</p> <p>In this topic students will study why Music was created and used in films. They will progress onto learning how music is composed for the moving image, creating their own music for a given movie scene (using GarageBand as their composition tool) and how music in film is a key factor on how the story of a movie is portrayed to an audience.</p>	<p>Topic 2: Dance Music</p> <p>In this topic students will learn about the compositional techniques found in Dance Music. They will study and learn how to play simple riffs from a selection of dance music from the 80's - 00's. With this understanding students will then use GarageBand to compose their own Dance Music track.</p>

Useful Websites:

- www.bbc.co.uk/bitesize/subjects/z9xhfg8
- www.musiclab.chromeexperiments.com
- www.soundtrap.com
- www.support.apple.com/garageband

DRAMA

In Year 9 students will receive 2 hours of performing arts a week. Over the course of the year, they will study Drama, Dance and Music on a carousel system. Each subject will be taught by a specialist and students will rotate between the subjects once a half term.

In Drama students will focus on continuing to develop their listening and appraising skills, composition skills and performance skills.

Outside of the classroom, students will have the opportunity to take part in a variety of activities over the academic year. Including, but not limited to ; Farmers Markets, Music Mondays and the annual school production. We also have a range of activities in performing arts supplied by ESM. For further information on these please do contact Mr A. Sullivan a.sullivan_mts@gemsedu.com

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COURSE OVERVIEW

	Term 1	Term 2
Content	<p>Topic 1: Drama Styles</p> <p>In this topic students will explore various drama genres and practitioner theories through practical workshops. In doing so students will have the opportunity to show their understanding of each genre through practical and theoretical displays.</p>	<p>Topic 2: Devising</p> <p>In this topic students will recall the genres explored and create their own short performance. This can be from the genre of their choice.</p> <p>This topic focuses on the collaborative process working on the transferable skillset needed to create a performance.</p>

Useful Websites:

- www.bbc.co.uk/bitesize/subjects/zbckjxs
- www.essentialdrama.com/practitioners
- www.knowitall.org/photo/learning-about-stage-acting-areas-diagram-artopia



DANCE

In Year 9 students will receive 2 hours of performing arts a week. Over the course of the year, they will study Drama, Dance and Music on a carousel system. Each subject will be taught by a specialist and students will rotate between the subjects once a half term.

In Dance students will focus on continuing to develop their listening and appraising skills, composition skills and performance skills.

Outside of the classroom, students will have the opportunity to take part in a variety of activities over the academic year. Including, but not limited to ; Farmers Markets, Music Mondays and the annual school production. We also have a range of activities in performing arts supplied by ESM. For further information on these please do contact Mr A. Sullivan a.sullivan_mts@gemsedu.com

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COURSE OVERVIEW

	Term 1	Term 2
Content	<p>Topic 1: Dance Styles</p> <p>In this topic students will explore various genres of dance. They will have the opportunity to experience workshops in these different styles and create short sequences whilst investigating the social, cultural and historical origins of the dance genre.</p>	<p>Topic 2: Choreography</p> <p>Students will recall their previously explored genres of dance and get to create their own choreography. This can be from the genre of their choice. This topic focuses on the devising process and refinement of sequences for performance.</p>

Useful Websites:

- www.moovbank.com
- www.ambert.org.uk/performance-database.com
- www.onedanceuk.org/resource
- www.candoco.co.uk/take-part/schools-colleges
- www.learning-platform.roh.org.uk/ballet

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 aquathon, badminton, gymnastics, rounders, tennis, cross-country and water polo.

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

Extra-curricular activities take place 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.

ENRICHMENT

The Enrichment programme enables students to develop a wide range of essential skills to support their next steps into independent pathways. In Year 9, students focus on understanding their personal strengths and weaknesses and possible career path options. They investigate how certain subjects can lead them to certain careers as well as popular careers and their trends. Students in Year 9 also have the wonderful opportunity to finish the academic year with a personal project. This project encourages students to select a topic of personal interest and pursue a research question. It allows students to present their findings in a creative and individual manner in a school exhibition.

ADDITIONAL CURRICULUM INFORMATION *continued*

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.
- 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 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


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


KEY DATES
FOR YOUR
DIARY





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