

THE ACTIVE SCHOOL



CURRICULUM HANDBOOK

Year 7

2023 - 2024

ESTABLISHING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION

مدرسة جيمس متروبول
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INTRODUCTION

Dear Parents and Students,

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



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

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

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



INTRODUCTION *continued*

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

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

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

I look forward to a year filled with exciting learning opportunities, memorable experiences, and remarkable achievements. Together, let us make this academic year at Metropole School a truly exceptional one.

Yours sincerely,

Ms. Daniella Aschettino
Secondary Headteacher



SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino
Secondary Headteacher



Mr. Sean Dennis
Head of Prep



Ms. Sinead McElhone
Deputy Headteacher



Ms. Kelly Lohe
Deputy Headteacher



Mr. Greig Barnes
Assistant Headteacher



Mr. Simon Humphreys
Assistant Headteacher



Mr. Martin Bother
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 7

Dear Year 7 Parents,

First of all, I would like to extend to you a huge welcome to Prep School at GEMS Metropole! I understand that the transition from Year 6 to Year 7 can be a time of change and uncertainty for both parents and children, but I want to assure you that we are here to support you every step of the way.

I have been at Metropole for the past two years as a teacher of Secondary and A Level Physics, and during the last academic year worked alongside Mr Traynor as the Deputy Head of Year 7. On a personal note, I am extremely excited to be stepping up to Head of Year 7 this year and look forward to working with you and your wonderful children.

Our curriculum is designed to provide students with a broad and balanced education. We offer a wide range of subjects, including English, Maths, Science, Arabic & Islamic, History, Geography, Modern Foreign Languages, and the Arts. We also have a strong focus on personal development, and we offer a variety of extracurricular activities, such as the Mustangs squads, to help students develop their interests and talents. In addition to our academic program, we also offer a number of support services to help students succeed through our dedicated team of pastoral care staff, including school counsellors, who are available to provide support for students in times of difficulty.

I know that you are probably feeling a mix of emotions right now. Hopefully you and your child are excited about the new challenges and opportunities that Year 7 will bring, however I understand that you may also be feeling a little bit nervous about the changes that your child will be facing. Either way, I want to assure you that we are here to help you and your child through this transition - we will do everything we can to make sure that your child has a positive and successful experience in Year 7.

If you have any questions or concerns, please do not hesitate to contact me.

Warmest Regards,

Mr. Samuel Heald
Head of Year 7





STUDENT LEADERSHIP

Student Leadership is visible in all aspects of Metropole life. It is embedded within our curriculum and there are many opportunities to develop personal leadership skills within various leadership roles and our broad skills programme.

At GEMS Metropole School, we provide all students with the opportunity to *Discover Leadership*. We believe that student leadership develops confidence, resilience and responsibility. Through a wide-ranging leadership programmes, our students are becoming creative thinkers, problem solvers and more effective communicators, which is an integral part of lifelong learning.

We have student leaders across all phases of the school, representing key areas such as;

Wellbeing

Eco

Global Cultural Leaders

Curriculum

Innovation

Girls Up Committee

Incorporating Student Voice

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

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

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



Ms. Vanessa White
Student Leadership Lead

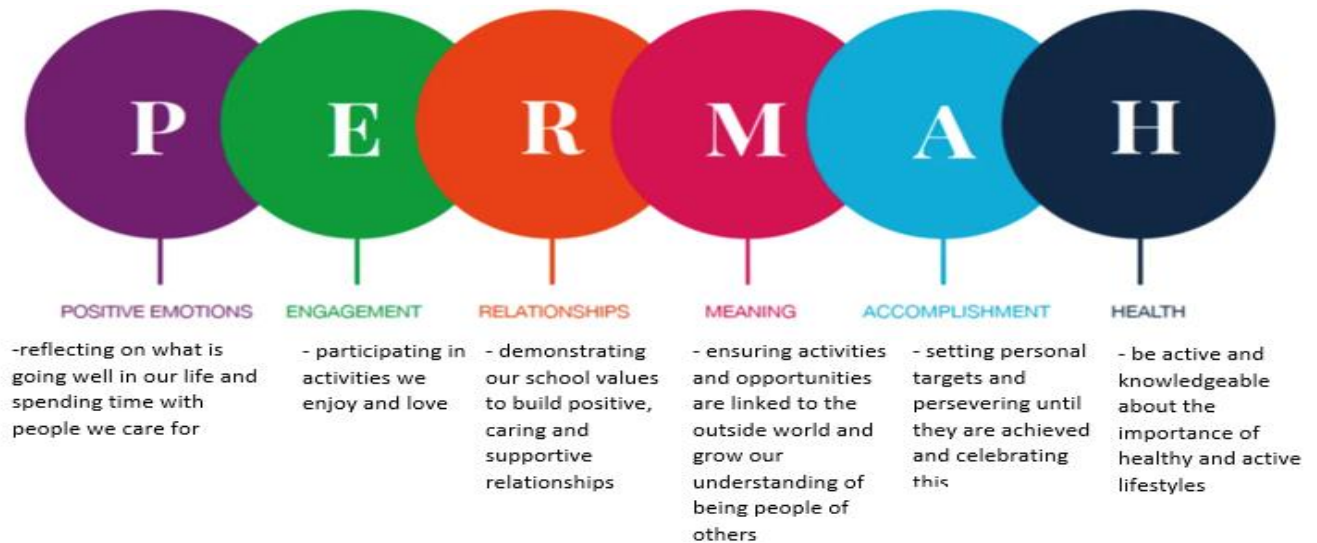
STUDENT WELLBEING

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4 school model we have here at GEMS Metropole.



Ms. Clare Maclean
Student Wellbeing Lead



ACADEMIC AND PASTORAL CONCERNS

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

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

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

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

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



CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 7 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	3	180
Physical Education & Active Leaders	3	180
Islamic Studies (Muslim students)/ Learning to Lead (Non-Muslim students)	2	100
Arabic	3	200
Geography	1	60
History	1	60
Modern Foreign Languages: French/Spanish	2	120
ICT & Computing	1	60
Art	1	60
Performing Arts (Drama, Music, Dance) - rotation	2	120
Moral, Social & Cultural Studies (MSC)	1	60



ENGLISH

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

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

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

How will students reading and writing skills be assessed?

A matrix of assessment is utilised in the subject to allow students to view their progress across the year. The assessment objectives and grades have been mapped out inline with Pearson Edexcel English Language GCSE to allow for a smooth transition into KS4.

Reading:

AO1 – read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.

AO2 – understand and analyse how writers use linguistic and structural devices to achieve their effects.

AO3 – explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

Writing:

AO4 – communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.

AO5 – write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.



ENGLISH *continued*

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Term 1a: 'Come Fly With Me'- Transactional Writing</p> <p>Students will have the opportunity to win a seat on 'Emirates Around the World Educational Flight'. They will have to write a letter convincing the CEO why they should be chosen. When the plane suddenly crashes on a deserted island, the students will keep a diary of their adventures and convince their peers why they should be the island leader.</p> <p>Term 1b: A Christmas Carol</p> <p>Students will read the Charles Dickens' classic tale of redemption and the spirit of generosity. They will then explore and analyse aspects of plot, character, theme and context.</p>	<p>Term 2a: Gothic Descriptive Writing</p> <p>Students will observe and explore extracts from gothic literature observing the writers' craft.</p> <p>Students will then utilise their new knowledge to plan, write and edit their own creative writing and develop their skills in using language methods appropriately.</p> <p>Term 2b: Class Reader (Novel study)</p> <p>Students will develop a variety of reading strategies including close reading skills,</p> <p>Through their class novel, students will strengthen their reading comprehension, complex inferences, discussion on the world around them along with continuing to work on their writing skills.</p>	<p>Term 3a: Murder Mystery Reading and Writing (PT prep)</p> <p>Students are introduced to a variety of sources and using their skills of inference and deduction draw conclusions as to who the murderer was through the creation of a number of written pieces.</p> <p>Term 3b: Dragon's Den</p> <p>This unit is designed to develop students' transactional writing skills. They will have the opportunity to create a sales pitch for their own invention as well as the opportunity to develop their speaking & listening skills, individually and as part of a group, for the purpose of persuading their audience.</p>
Assessment	<p>Term 1a: Transactional piece of writing.</p> <p>Term 1b: essay question based on an extract from the text studied.</p>	<p>Term 2a: Gothic Narrative / Description.</p> <p>Term 2b: essay question based on an extract from the text studied.</p>	<p>Term 3a: Report on the Murder.</p> <p>Term 3b: written persuasive speech and speaking and listening assessment.</p>

Useful Website:

- <https://senecalearning.com/en-GB/>



MATHEMATICS

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

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> Sequences Understand and use Algebraic notation Equality and equivalence Place value and ordering integers and decimals Fraction, decimal and Percentage equivalence 	<ul style="list-style-type: none"> Solving problems with addition and subtraction Solving problems with multiplication and division Fractions & percentages of amounts Operations and equations with directed number Addition and subtraction of fractions 	<ul style="list-style-type: none"> Constructing, measuring and using geometric notation Developing geometric reasoning Developing number sense Sets and probability Prime numbers and proof
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:

- <https://www.mathsgenie.co.uk>
- <https://www.drfrostmaths.com/>
- <https://www.bbc.com/education/subjects/zqhs34j>
- www.corbettmaths.com



SCIENCE

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

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

COURSE OVERVIEW

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

Homework

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 feedforward lesson to address misunderstanding and misconceptions. There is ongoing formative assessment throughout lessons and assessed tasks.

Useful Websites:

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



PHYSICAL EDUCATION

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

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

In addition, students will be receiving a third hour of Sport that will place emphasis on a bespoke curriculum tailored to give students an opportunity to develop their specialism. There will also be a new approach that students will receive a unit of work from a Strength and Conditioning and Sport Nutritionist.

COURSE OVERVIEW

Throughout the year all students will rotate through the following Sports

Content	Basketball, Fitness and the body/Strength and Conditioning, Football, Swimming, Athletics, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis, Nutrition.
Assessment	Formative practical assessment will take place throughout each unit of sport being studied.

Useful Websites:

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

ISLAMIC STUDIES

يقوم منهاج الصف السابع على العديد من المحاور الإسلامية والتي تمكن الطالب بأن يكون مُلمًا بتعاليم الإسلام، ولديه وعي حقيقي بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطلاب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
محور الوحي الإلهي	حفظ وتفسير المعاني العامة لأيات من القرآن الكريم (سورة السجدة ١-١٥).	حفظ وتفسير المعاني العامة لأيات من القرآن الكريم (سورة السجدة ١٥-٢٣).	حفظ الآيات الكريمة من سورة (سورة السجدة ٢٣-٣٠)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (سورة السجدة ٢٣-٣٠)، مع آداب التلاوة وقواعد التجويد،	سورة الملك	سورة الملك
محور السنة النبوية	أهم الأعمال التي قام بها النبي صلى الله عليه وسلم في المدينة بنجاح	ومواقف التسامح والرحمة والإنسانية من غزوة بدر.	معالم سيرة الإمام مالك وجهاده في طلب العلم	معالم سيرة الإمام مالك وجهاده في طلب العلم	آداب الدعاء	غزوة أحد
محور قيم الإسلام وأدابه	العمل التطوعي	التكافل وتطور المجتمع	جوانب التسامح في الإسلام.	جوانب التسامح في الإسلام.	التفكير العلمي	صلاة التطوع
محور أحكام الإسلام ومقاصدها	أعمال الصلاة	أنواع السجود وأحكامها ومقاصدها.	أنواع صيام التطوع من أدلتها الشرعية	أنواع صيام التطوع من أدلتها الشرعية		
محور العقيدة	أشراط الساعة الكبرى	أشراط الساعة الكبرى	أشراط الساعة الكبرى	أشراط الساعة الكبرى		
Assessment	و في نهاية الفصل سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

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

ARABIC A

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

مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة تحليل النصوص المختلفة وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين الآراء القرائية وربطها بالكتاب المكتوب باللغة العربية.

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

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

مهارة التحدث: يقدم المتعلم عرضًا تقديميًا معلوماتيًا بطرائق واضحة ومنطقية، موظفًا الكلمات المناسبة للموقف معتمدًا على تنوع الجملة اللغوية التي تناسب الموقف والتي تشمل: (لغة الحجة والإقناع والبرهان، واللغة المجازية)، مظهرًا فهمًا للموضوع مستخدمًا اللغة العربية الفصيحة المؤيدة التي تناسب الموقف.

COURSE OVERVIEW

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

Useful Websites:

- www.mawdoo3.com
- www.madrassa.org

ARABIC A *continued*

	Term 2A	Term 2B	نواتج التعلّم
Term 2 Content	الموضوعات: "مهاره القراءه" قصيدة "أخلاق كريمه" قصه "الفقرامجنا" قصه "أوراق تضحك" استماع "نحن شركاء في المسؤولية البلاغة: الجملة وأغراضها الكتابة الإبداعية: كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السر، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهاره القراءه" نص معلوماتي "المزارعه ومدير الشركه" سيره غيريه "فارسه المعمار" اللغه والنحو: الجملة والتركيب المفعول فيه الكتابة الإبداعية: النص السردى الرسالة الوديه النصوص التفسيريه استجابات أدبيه	يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذكرًا للدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدّدًا الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن بين الجملة والتركيب. - يتعرف المفعول فيه، ويعرّبه إعرابًا صحيحًا ويوظفه في كتاباته. - يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإشائية. - يحدد الغرض من الجملة سواء أكان مباشرًا أو غير مباشر. - يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متماسك. يكتب نصوصًا سردية تلي اهتمامات القراء محدّدًا غرضًا واضحا للكتابة مطورًا الموضوع بتفاصيل داعمة وفترة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم النرادفات. يكتب رسالة إلى صديقه مضمنة جميع العناصر الأساسية (البسملة - التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدمًا أدلة مقنعة وأمثلة وتفاصيل.
	Term 3 Content	الموضوعات: "مهاره القراءه" "ظواهر غريبه تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" قصيدة "قيمة العلم" "لويس باستور مكتشف الجراثيم" "أصدقاء وأعداء العلم لغة العالم المشتركة" البلاغة: الأساليب الإنشائية والخبريه التشبيه التام الكتابة الإبداعية: كتابة قصة مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار، السر، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسملة- التاريخ- المرسل إليه- المرسل التحية الافتتاحية- التحية الختامية- المرسل- التوقيع)	الموضوعات: "مهاره القراءه" "ظواهر غريبه تحتاج إلى تفسير" "كيف أرى نفسي في المستقبل؟" اللغه والنحو: التركيب النعتي ضمانن الرفع المتصلة مراجعة ومدارسه الكتابة الإبداعية: سردية الرسالة الوديه النصوص التفسيريه استجابات أدبيه
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.		



ARABIC B

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

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	Unit: The Vacation <ul style="list-style-type: none"> how did I spend my vacation I help my mom 	Unit: My Cellphone <ul style="list-style-type: none"> I love my phone not just a phone a phone or a laptop 	Unit: Junior Interest <ul style="list-style-type: none"> camping play roles 	Unit: Discoveries and innovation <ul style="list-style-type: none"> discovery or an innovation the junior innovator 	Unit: Natural Phenomenon <ul style="list-style-type: none"> Cappuccino phenomenon the moon eclipse 	Unit: The Work <ul style="list-style-type: none"> volunteering the importance or work
	Grammar: التفضيل- <ul style="list-style-type: none"> questions tools adverb of place & time structure of verbal sentence (فعل-فاعل-مفعول به) 	Grammar: <ul style="list-style-type: none"> Using of conditional tools لما- لم-لا الناهية-لام الامر adverb of place & time 	Grammar: <ul style="list-style-type: none"> exclamation style pronouns connection present, past & future tenses negative form 	Grammar: <ul style="list-style-type: none"> العدد والمعدود اسم المفعول الصفة والموصوف 	Grammar: <ul style="list-style-type: none"> أسلوب التعجب أسلوب التعجب اسم الفاعل 	Grammar: <ul style="list-style-type: none"> connection present, past & future tenses negative form



ARABIC B *continued*

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	<p>Writing Skills:</p> <ul style="list-style-type: none"> writing a text about the vacation and the benefits of having a vacation writing a text about the vacation and the benefits of having a vacation 	<p>Writing Skills:</p> <ul style="list-style-type: none"> design a mind map about the development of the phone write about personal perspective about using phones comparing between devices (laptop and mobile phone) 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Writing a text from 3 paragraphs about your personal experience in camping In a form of a letter Provide writing summary after listening to a recording dialogue or paragraph Compare between two idea, two different room or objects Write a letter, respecting the letter Format 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Writing an article about one of the expositions you visited for national or international invention Write about the evolution of technology Design a mind map about all the information you learned Writing about an inventor that change the world 	<p>Writing Skills:</p> <ul style="list-style-type: none"> writing a description text about natural phenomenon and compare between the causes and the impact of it on the environment writing a report about a specific phenomenon, what cause it, when it did happen, how it did form 	<p>Writing Skills:</p> <ul style="list-style-type: none"> writing a text about the importance of work in all areas writing an article about volunteering in Dubai Cares, and the support that charity give to all the world
Assessment	The students will be assessed at the end of each unit, and will have an end of term Assessment.					

Useful Websites:

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



GEOGRAPHY & HISTORY

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

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

GEOGRAPHY

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

HISTORY

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

Useful Websites:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- National Geographic: <https://www.nationalgeographic.com/>
- Geographical Association: <https://geography.org.uk/>
- School History: <https://schoolhistory.co.uk/>
- Simple History: <https://www.youtube.com/@Simplehistory>



GEOGRAPHY & HISTORY *continued*

COURSE OVERVIEW

	Geography	History
Content	<p>What is Geography?</p> <ul style="list-style-type: none"> Intro to Geography Physical, Human and Environmental categories and the key features <p>Map Skills</p> <ul style="list-style-type: none"> Longitude & Latitude Creating a Map Map Symbols Grid references Types of Geography Environmental Quality Choropleth Map <p>Fantastic Places</p> <ul style="list-style-type: none"> Intro to Fantastic Places The Amazon Rainforest The Great Barrier Reef Amazon Tribes Machu Picchu Death Valley <p>Sustainability</p> <ul style="list-style-type: none"> Exploring the different aspects of sustainability Earth's natural resources Water supply Waste Managing earth's resources Urbanization Sustainable cities 	<p>What is History?</p> <ul style="list-style-type: none"> Intro to History Chronology, Significance, Primary and Secondary Sources, Evidence <p>Norman Conquest:</p> <ul style="list-style-type: none"> Life in England in 1066 Why was there a problem of succession? Battle of Stamford Bridge Battle of Hastings Why did William win the Battle of Hastings? <p>Norman Methods of control:</p> <ul style="list-style-type: none"> Feudal System Domesday Book Castles Changes in castles throughout the Medieval Period (Castle project) <p>Silk Road and Black Death:</p> <ul style="list-style-type: none"> What was the Silk Road? China India Middle East Turkey Italy Causes of the Black Death Treatments and preventions Impact of the Black Death
Assessment	<p>Students will have a range of assessments which are both written, presentations and project work. Students have the opportunity to work individually and as part of a team.</p>	<p>Students are assessed throughout the course with essay style questions as well as source questions which use the skills developed over the course.</p>



MODERN FOREIGN LANGUAGES (MFL)
– FRENCH & SPANISH

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

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

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

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

	Term 1	Term 2	Term 3
Content	Likes and dislikes Using 'avoir' (to have) Describing yourself Talking about others Describing a musician Introducing yourself School subjects Giving opinions Telling the time Talking about food	Talking about electronic devices Talking about sports you play Expressing what activities you like doing Describing where you live Giving directions Saying what you can do in a town	Talking about holidays and plans Talking about getting ready to go out Buying drinks and snacks Saying what you would like to do Describing a painting Talking about animals Writing a poem
Assessment	Reading, Speaking, Listening, Writing, Grammar		



MODERN FOREIGN LANGUAGES (MFL)
– FRENCH & SPANISH *continued*

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

	Term 1	Term 2	Term 3
Content	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	School subjects Giving opinions Describing your school Describing your family Describing your appearance Talking about where you live Reading about different carnivals in Spain	Describing your town or village Telling the time Ordering in a café Saying what you are going to do at the weekend Understanding people describing their town
Assessment	Reading, Speaking, Listening, Writing, Grammar		

Useful Websites:

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



ICT AND COMPUTING

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

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Tech Basics Skills Building	Spreadsheets Computer Theory	Python Turtle Scratch
Key Skills	Digital literacy Digital citizenship File management Presentation skills Collaboration	Problem solving Numeracy skills Analytical thinking Communication Creativity	Computational thinking Algorithms Programming constructs Problem solving Resilience
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>
- https://replit.com/languages/python_turtle



ART AND DESIGN

Our main aims at MTS in the Art Dept for KS3 are:

- To be able to creatively express ideas and experiences
- To be able to analyse and select appropriately the work of different artists and from different cultures and make connections to their own work.
- To be able to experiment with a range of media, techniques and processes relevant to intentions
- To be able to organise and develop ideas relevant to given theme and own intentions
- To be able to produce skillful final outcomes

Implementation

KS3 art starts with teaching the formal elements of Art. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. These elements are developed and built upon so that the skills and applications that students acquire become more complex and accomplished over the course of KS3. Across KS3 SOW are intended to develop students in a number of ways so they may make a smooth transition to KS4. The curriculum allows for key skills, knowledge and techniques to be revisited over the three years in a variety of ways, to build upon what has been learnt and to ensure this is embedded as far as possible for all learners.

COURSE OVERVIEW

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

	Term 1	Term 2	Term 3
Content	<p>VANS Project: In Term 1, students embark on an artistic journey exploring the formal elements of drawing. Through a diverse range of materials, they expand their understanding of this fundamental skill. Focusing on shading and line drawing, students cultivate their abilities and create meaningful artworks that align with the chosen theme. This process enables them to develop their artistic skills and explore their creative potential through the medium of drawing.</p>	<p>Portraits: Students are introduced to the fundamental elements of drawing and explore various materials to expand their understanding. They develop skills in shading, line drawing, and mastering correct facial proportions, all while focusing on the study of portraits. This comprehensive approach equips students with essential artistic abilities and techniques within the context of portraiture.</p>	<p>Landscapes: In the exploration of landscapes, students will be inspired to blend and mix various mediums such as oil pastels, colored pencils, and watercolors. They will focus on creating tone and texture, emphasizing composition and planning as crucial aspects of the project. By studying the works of relevant artists, students will deepen their understanding of depth, tone, and color, enriching their artistic skills and appreciation for the natural world.</p>



ART AND DESIGN *continued*

COURSE OVERVIEW *continued*

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

Useful Websites:

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



PERFORMING ARTS

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

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

COURSE OVERVIEW

	Music	Drama	Dance
Content	<p><u>Building Bricks</u> Students learn about the elements of music and explore composition and performance techniques.</p> <p><u>Instrumental skills</u> Students explore playing a range of genres of music using, but not limited to, keyboards, ukuleles, guitars, and xylophones.</p>	<p><u>Pied Piper</u> Learning some basic drama performance and devising techniques and applying them to a storytelling activity.</p> <p><u>Bringing a script to life</u> Using a chosen script, students work in groups to bring a script to life.</p>	<p><u>Introduction to Dance</u> Students will be introduced to key terminology and subject content (performance and choreography). Students will discover a variety of choreographers and dance styles throughout this topic, and experience this through workshop style lessons.</p> <p><u>Choreographing for a Performance</u> Students will explore the choreographic process and devices. They will use this knowledge to choreograph their own motif's (phrases of movement) in a specific style.</p> <p><i>*Students are required to wear PE kit for all dance lessons. Failure to bring kit will result in a 'uniform' standards card mark.</i></p>
Assessment	<p>Practical Performances – video or audio recording taken when appropriate Written and/or verbal feedback – to show students how to improve their work DIRT feedback lessons to for reflection.</p>		



PERFORMING ARTS *continued*

Useful Websites:

Music Links

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

Drama Links

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

Dance Links

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



ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR ACTIVITIES

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

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

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

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

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

MSC (Moral, Social & Cultural Studies)

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

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

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



ADDITIONAL CURRICULUM INFORMATION *continued*

LEARNING TO LEAD

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

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

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

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



Honsho Rd. Motor City, Dubai, United Arab Emirates



+971 4 550 7200



registrar_mts@gemsedu.com



gemsmetropoleschool-dubai.com