



CURRICULUM HANDBOOK

Year 9

2023 - 2024

ESTABLISHING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



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 Boother
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 9

Dear Year 9 Students,

Welcome back to the new Academic Year. I hope you have all had an exciting and also restful summer. I would like to take this opportunity to extend a warm welcome to any new students who are beginning their journey here at Metropole.

First and foremost, I want you to know that we are thrilled to have you back. Whether you are returning from a well-deserved summer break or joining our school community for the first time, we assure you that you are an integral part of our vibrant and diverse community.

Entering Year 9 marks an important milestone in your educational journey, as this year you will be selecting your options for your GCSE subjects. The experiences and knowledge you have previously gained and hopefully continue to gain this year will help to pave the way for you to secure the correct subjects and be prepared for Year 10 and Year 11.

As you step into Year 9, we encourage you to embrace new challenges with an open mind, you will encounter a variety of subjects that will hopefully spark your curiosity and provide a solid foundation of options for your GCSE's.

Beyond academics, we encourage you to engage in the extracurricular activities on offer. Whether you are interested in Sports, Arts, Music or Languages, there are numerous opportunities for you to pursue your passions, nurture your talents and create lasting memories with your friends/ peers.

In closing I would just like to say I am excited to be welcoming you/ welcoming you back and witness your growth and achievements throughout this academic year.

Together let's make it a memorable one, filled with learning and remarkable accomplishments.

Best regards,

Ms. Emma Youds
Head of Year 9





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

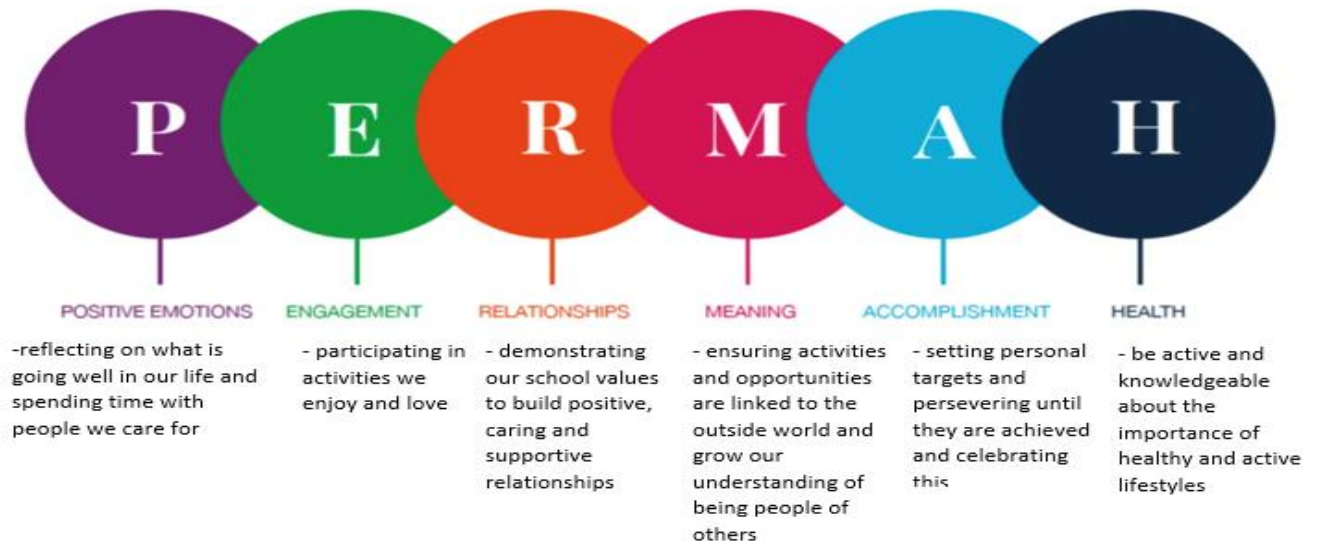
STUDENT WELLBEING

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)
Careers	Jack Luffman

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 9 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	4	240
Physical Education	2	120
Islamic Studies (Muslim students)/ Learning to Lead (Non-Muslim students)	2	80
Arabic	3	160
Geography	1	60
History	1	60
Modern Foreign Languages: French/Spanish	2	120
ICT	1	60
Art	1	60
Performing Arts (Drama, Music, Dance) - rotation	2	120
Careers	1	60
Moral, Social & Cultural Studies (MSC)	1	60



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.

In Year 9, 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.

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: Global and Local Issues – Plastic Pollution 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. They will then create a persuasive speech or article using the information they have found throughout their research and study.</p> <p>Term 1b: poetry study Students will have the opportunity to explore a range of ideas and perspectives expressed through poetry.</p>	<p>Term 2a: Dystopian writing 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 2b: Shakespeare: aspects of tragedy 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 3a and 3b: Novel study Students will complete a study of a novel. This unit will allow students to observe the writer's craft and apply linguistic and structural methods in an effective manner to their own writing.</p>
Assessment	<p>Term 1a: a written speech. Term 1b: essay question based on one of the poem's studied.</p>	<p>Term 2a: narrative written piece. Term 2b: analytical response to a Shakespearean tragic extract.</p>	<p>Term 3a: descriptive writing task and PT tests. Term 3b: speaking and listening skills assessed through topical class debate.</p>

Useful Websites:

- <https://senecalearning.com/en-GB/>
- <https://www.commonlit.org/en>



MATHS

In Year 9, students focus on the fundamental skills and topics that will prepare them for the IGCSE examinations. 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

Pearson Edexcel Course Code 4MA1

The Pearson Edexcel International GCSE in Mathematics qualification enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques
- Acquire a foundation of mathematical skills for further study in the subject or related areas
- Enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- Appreciate the importance of mathematics in society, employment and study

The course covers the following content headings:

- Number
- Ratio
- Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics
- Probability

How will the course be assessed?

Students will sit termly assessments which cover all content covered up until that point.

Further Opportunities

On successful completion of the IGCSE, students can continue their study of Mathematics by undertaking the two year International A Level Mathematics course, the prerequisite for this course is a Grade 7 at IGCSE.

Students who have studied Mathematics may go on to study and work in fields such as engineering, statistics, financial markets, research, teaching and economics due to their strong understanding of number and acquired problem solving skills.

Useful Websites:

- <https://www.mathsgenie.co.uk>
- <https://www.drfrostmaths.com/>
- <https://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

In 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

Given every 2 weeks 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:

- <https://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 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

Throughout the year all students will rotate through the following Sports

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

Useful Websites:

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

ISLAMIC STUDIES

يقوم منهاج الصف الثامن على العديد من المحاور الإسلامية والتي تمكن الطالب بأن يكون مُلمًا بتعاليم الإسلام، ولديه وعي حقيقيّ بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطالب تحقيق معرفة قوية ونضج حقيقي يلبق 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 الأب المربي والجد الرحيم.	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم الأب المربي والجد الرحيم.	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم الأب المربي والجد الرحيم.	مواقف العفو والتسامح من خلال سيرة النبي صلى الله عليه وسلم الأب المربي والجد الرحيم.	العلم نور	الايمان والنذور
محور قيم الإسلام وأدابه	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.		
محور أحكام الإسلام ومقاصدها	الصلوات ذوات الأسباب مع القدرة على توضيحها لزملائه	الصلوات ذوات الأسباب مع القدرة على توضيحها لزملائه				
Assessment	و في نهاية الفصل الدراسي يجري الطلبة سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، 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 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 أقسام وهي:

مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة على تحديد الأفكار والحجج ووجهات النظر في النصوص والربط بينها مستخدمًا معرفته ببنية النص، ويقرأ بالإضافة إلى النصوص المقررة نصوصًا أخرى إضافية لتطوير لغته وتعزيز مهاراته القرائية وربطها بالكتاب المكتوب باللغة العربية.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة التعبير " الإبداعي والوظيفي" مثل: القصص وكتابة النصوص الإقناعية والمقالات والسير.

المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه 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 و التركيب الإضافي، والفعل الأمر).

مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقوم النص وفق معايير محددة ويلتزم آداب الاستماع.

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

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلّم
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 القراءة" شعر: يوم الشهيد. قصة: مسافر بالدرجة الثالثة. -النص المعلوماتي: أدمغتنا لا تحب القصص. شعر: الحجر الصغير. -النص المعلوماتي: من أجل نمط عيش صحي.	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحةً الفكرة الرئيسية والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يفسر 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 موضحةً 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 ويعربه إعرابًا صحيحًا ويوظفه في كتابته. -يتعرف التشبيه المفصل والمجمل والمؤكد ويحللها، موضحةً مواطن الجمال وينتجها في جمل من إنشائه. -يكتب سيرًا ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف المادي، والمقارنة بين الشخصيات. -يكتب تقريرًا بحثيًا عن فكرة أو قضية مهمة، وي طرح سؤالًا مركزيًا واحدًا مؤسسًا لفكرة مركزية مطورًا الفكرة بالأدلة والأمثلة.
	الموضوعات: "مهارة التحدث 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 التحدث والاستماع" الاستماع: القدرات الكامنة. المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: التمييز. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: تقرير بحثي.	

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: وداعًا يا أحبائي. -النص المعلوماتي: صناعة السفن الخشبية..	الموضوعات: "مهارة القراءة" -شعر: الإمارات نبض روحي وقلبي. -قصة: حدادو جبل بولوا. -النص المعلوماتي: الأساطير -قصة: الحوض المسحور.. -النص المعلوماتي: السندباد البحري.	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضوعًا والفكرة الرئيسية والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يفسر الكلمات مستخدمًا المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها. -يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات. -يحدد الأحداث التي تطور الحبكة موضوعًا 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 حلاً أو أكثر. -يعرف أدوات نصب الفعل المضارع، وحالات نصبه. -يعرف أدوات جزم الفعل المضارع وحالات جزمه. -يعرف التشبيه المرسل، والمؤكد ويحللها، موضوعًا مواطن الجمال وينتجها في جمل من إنشائه. -يعرف الاستعارة، وينتجها في جمل من إنشائه. -يكتب نصوصًا تفسيرية قائمة على الوصف، أو الشرح، أو المقارنة والمقابلة، أو المشكلة والحل، ليعرض وجهة نظره التي تناولها مقدمات مقنعة وأمثلة وتفصيل.
	الموضوعات: "مهارة التحدث والاستماع" الاستماع: رجال اللؤلؤ. المحادثة: البحر أسرار وثورات.. اللغة (النحو والبلاغة): النحو: أدوات جزم الفعل المضارع. البلاغة: التشبيه المرسل والمؤكد. -الاستعارة. الكتابة الإبداعية: - التعصب الأعمى للأفكار والأشياء..	الموضوعات: "مهارة التحدث والاستماع" الاستماع: الحكواتي. المحادثة: الحكايات الشعبية.. اللغة (النحو والبلاغة): النحو: أدوات جزم الفعل المضارع. البلاغة: التشبيه المرسل والمؤكد. -الاستعارة. الكتابة الإبداعية: - التعصب الأعمى للأفكار والأشياء..	
Term 3 Content	الموضوعات: "مهارة القراءة" -النص المعلوماتي: عالم الذئب الملهم. -رواية ذئب اسمه طواف. الموضوعات: "مهارة التحدث والاستماع" الاستماع: الأيل. المحادثة: عالم البراري. اللغة (النحو والبلاغة): النحو: حالات بناء الفعل الأمر. -التركيب النعني. البلاغة: الكتابة الإبداعية: نص إقناعي: هل الوطن ضرورة ملحة.	الموضوعات: "مهارة القراءة" -رواية: ذئب اسمه طواف. الموضوعات: "مهارة التحدث والاستماع" المحادثة: حيوانات مهاجرة.. اللغة (النحو والبلاغة): النحو: ضمائر الجر المتصلة. البلاغة: الاستعارة. الكتابة الإبداعية: نص إقناعي: صيد الحيوانات متعة أم إيذاء	نواتج التعلّم -يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا 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 موضوعًا 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 عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلاً أو أكثر. -يعرف الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. -يعرف التمييز ويعربه إعرابًا صحيحًا ويوظفه في كتابته. -يعرف التشبيه المفصل والمجمل والمؤكد ويحللها، موضوعًا مواطن الجمال وينتجها في جمل من إنشائه. -يكتب نصوصًا إقناعية مقدمًا وجهة نظره في قضية أو موضوع مدعومة بأدلة داعمة من مصادر مختلفة.
	الموضوعات: "مهارة القراءة" -النص المعلوماتي: عالم الذئب الملهم. -رواية ذئب اسمه طواف. الموضوعات: "مهارة التحدث والاستماع" الاستماع: الأيل. المحادثة: عالم البراري. اللغة (النحو والبلاغة): النحو: حالات بناء الفعل الأمر. -التركيب النعني. البلاغة: الكتابة الإبداعية: نص إقناعي: هل الوطن ضرورة ملحة.	الموضوعات: "مهارة القراءة" -رواية: ذئب اسمه طواف. الموضوعات: "مهارة التحدث والاستماع" المحادثة: حيوانات مهاجرة.. اللغة (النحو والبلاغة): النحو: ضمائر الجر المتصلة. البلاغة: الاستعارة. الكتابة الإبداعية: نص إقناعي: صيد الحيوانات متعة أم إيذاء	
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 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	<p>Unit: The World of Dreams</p> <ul style="list-style-type: none"> dream house dream job <p>Grammar:</p> <ul style="list-style-type: none"> plural of masculine plural of feminine <p>Writing Skills:</p> <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 	<p>Unit: Fame and Celebrities</p> <ul style="list-style-type: none"> meeting a celebrity advantages and disadvantages of the fame <p>Grammar:</p> <ul style="list-style-type: none"> the connected pronouns (الضمائر المتصلة) <p>Writing Skills:</p> <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 	<p>Unit: Memories</p> <ul style="list-style-type: none"> my journals (my mom is my queen) diary of a wimpy kid <p>Grammar:</p> <ul style="list-style-type: none"> possessive pronouns similarity (التشبيه) <p>Writing Skills:</p> <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 	<p>Unit: Influential Characters</p> <ul style="list-style-type: none"> Sheikh Zayed Helen Keller <p>Grammar:</p> <ul style="list-style-type: none"> similarity (التشبيه) types of similarity (أنواع التشبيه) <p>Writing Skills:</p> <ul style="list-style-type: none"> writing a discretionary text about Sheikh Zayed and his achievements 	<p>Unit: Social Media</p> <ul style="list-style-type: none"> old way of communication advantages and disadvantages of social media <p>Grammar:</p> <ul style="list-style-type: none"> negative sentences form / command sentences form (أسلوب التّعجب / النهي) <p>Writing Skills:</p> <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 	<p>Unit: The World of Cinema</p> <ul style="list-style-type: none"> the history of cinema what to watch? (Rating movies) <p>Grammar:</p> <ul style="list-style-type: none"> the irregular plural (جمع التّكسير) connections (بينما – بالإضافة إلى – لكن – لأن) <p>Writing Skills:</p> <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
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



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

HISTORY

In Year 9, students will focus on Europe in the 21st century and in particular, World War 1 and World War 2. Students will begin their study by focusing on the causes of the First World War. Students will then study the chronology of World War 1 by looking at different events that took place with an independent study on a topic of their interest. The second topic of Year 9 will focus on the inter-war years and primarily why World War 2 began. This will provide the opportunity for a comparison of World War 1 and World War 2. Year 9 will culminate in a study of World War 2 and life on the Home Front. Students will develop their source analysis skills to complete an in-depth study on the Home Front.

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>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>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>Coasts Enquiry</p> <p>Over this half term, students will conduct a geographical enquiry all about coasts and coastal processes.</p> <p>This will include;</p> <ul style="list-style-type: none"> Waves Erosion Transportation Landforms Coastal management Humans and coasts 	<p>Causes of World War 1:</p> <ul style="list-style-type: none"> Europe in 1914 Long term causes of WW1 Short term causes of WW1 Assessment on causation <p>World War 1:</p> <ul style="list-style-type: none"> Censorship and propaganda Conscription Trench warfare Medicine Role of women Role of Empire Presentation assessment <p>Inter-war years:</p> <ul style="list-style-type: none"> End of World War 1 Treaty of Versailles Hitler's rise to power Causes of WW2 <p>World War 2:</p> <ul style="list-style-type: none"> Key battles Life on the Home Front Role of women Rationing Evacuation Source Assessment on Evacuation
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 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	Talking about Facebook Giving your opinion about someone Arranging to go out Describing a date Describing an event Learning about parts of the body Talking about sports and healthy eating Making plans to get fit	Describing jobs Saying what you used to do Describing your future and your past Talking about your job Discussing holidays Discussing what you take on holiday Visiting a tourist attraction	Discussing what you are allowed to do Explaining what's important to you. Talking about things you buy Describing what makes you happy Learning about human rights issues
Assessment	Reading, Speaking, Listening, Writing, Grammar		



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

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

	Term 1	Term 2	Term 3
Content	Talking about things you like Talking about your week Talking about films Talking about birthday celebrations Saying what you have to do at work Saying what job you would like to do	Talking about your diet and your lifestyle Discussing daily routines Talking about ailments Understanding Spanish idioms Talking about children’s lives And their rights Talking about your journey to school Environmental and world issues	Meeting and greeting people Talking about a treasure hunt Describing a day trip Discussing buying souvenirs Discussing the final day of a visit Reading authentic texts about Madrid
Assessment	Reading, Speaking, Listening, Writing, Grammar		

Useful Websites:

- www.linguascope.com
- www.pearsonactivelearn.com
- www.languagesonline.org.uk
- www.wordreference.com
- <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 a further 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	Tech Basics Cybersecurity	Python Basics Data Representation	Connectivity Web Design
Key Skills	Digital literacy Digital citizenship File Management Recall Critical thinking	Problem solving Programming concepts De-bugging Logical thinking Resilience	Creativity Design Networking Planning Collaboration
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://replit.com/new/python3>
- <https://www.codecademy.com/learn/learn-python>
- <https://www.w3schools.com/html/default.asp>
- <https://edu.gcfglobal.org/en/topics/office2016/>



ART AND DESIGN

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

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

Implementation

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

COURSE OVERVIEW

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.

	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>Mini Projects: In the final term, students will engage in a series of mini projects aimed at enhancing their knowledge and skills as they transition to the GCSE level. They will explore diverse mediums, gaining an understanding of techniques and studying artists relevant to the GCSE course. This comprehensive approach prepares students for the next stage of their artistic journey, fostering their creativity and expanding their artistic repertoire.</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>What makes a good song</u> Students explore popular music genres and look at what makes a good song. Practical performance includes a band skills performance piece. Composition students are given the opportunity to compose a piece of music that reflects their musical taste.</p> <p><u>Film / Video Game Music</u> Students develop an understanding of the why and how film and video games incorporated music. Using music technology students are given the opportunity to compose a piece of either film/video game music for a given stimulus.</p>	<p><u>Drama Practitioners 1</u> Students will study a given text, and a famous drama practitioner. They will then use the knowledge of both to bring a script to life.</p> <p><u>Drama Practitioners 2</u> Students will study a given text that contrasts topic 1, and a famous drama practitioner. They will then use the knowledge of both to bring a script to life.</p>	<p><u>Dance Appreciation</u> Students will experience a diverse range of dance styles and improve their overall technique. They will be introduced to different choreographers and professional works.</p> <p><u>Choreographing for a Performance Project</u> Utilising skills and knowledge built on topic 1, students will choreograph their own performance in response to a brief. Students will consider production and design elements whilst planning their performance.</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/zgnn39q/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*

CAREER ENRICHMENT

We place great importance on helping our students make informed decisions about their future academic and career paths. To achieve this, we have designed weekly career sessions facilitated by our dedicated Sixth Form team for all Year 9 students. These sessions aim to provide comprehensive support to our students in various ways:

- **GCSE Taster Lessons:** We believe that getting a taste of different subjects is essential for students to make well-informed choices. During these sessions, students will have the opportunity to experience short introductory lessons in various GCSE subjects. This firsthand experience will allow them to gain insights into different subjects and their suitability based on their interests and strengths.
- **Subject Information and Guidance:** Our specialised Sixth Form team will offer detailed information and guidance on the GCSE options available to our students. They will cover the entry requirements for each subject, helping students understand the prerequisites and any specific considerations for their chosen subjects.
- **Marketplace Support and Individual GCSE Passport:** We have designed a marketplace support system that aids students in exploring their interests and aligning them with potential career paths. Additionally, students will receive an individual GCSE passport, which will help them track their academic progress and achievements throughout Year 9.
- **Unifrog Access:** To further support our students in their career exploration journey, we provide access to Unifrog, a comprehensive platform that offers a wide range of resources, including career guidance, university and college information, and other valuable tools to help students plan for their future.
- **Guest Speakers:** We understand the importance of exposing our students to real-world experiences and career opportunities. Hence, we invite guest speakers from diverse industries within Dubai to share their insights, experiences, and expertise with our students. This interaction enables students to gain a deeper understanding of different career paths and industries.
- **Q&A with Employers and Employees:** As part of our commitment to providing practical exposure, we organise Q&A sessions where students can directly interact with employers and employees from various sectors. This allows students to ask questions, seek advice, and understand the requirements and expectations of different professions.

Through these weekly career sessions, we aim to empower our Year 9 students with the knowledge and resources they need to make informed choices for their GCSE subjects and future aspirations. By fostering their interests, skills, and ambitions, we help them develop into well-rounded individuals ready to face the challenges and opportunities that lie ahead.



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