



# CURRICULUM HANDBOOK

Year 8

2021 - 2022

ESTABLISHING  
LEADERSHIP



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

**GEMS**  
EDUCATION



## INTRODUCTION

This booklet has been created to inform you of your child's learning at Metropole School during this academic year; it gives you a broad overview of the learning journey students will undertake, and is an important tool for developing and maintaining our partnership with you. The more information you have about how your child is learning and what they are learning, the more you will be able to support them alongside us.

We believe that students should be given a broad and balanced curriculum, which equips them for life beyond school. Students study the National Curriculum subjects: English, Maths, Science, ICT & Computer Science, Art, Design & Technology, Drama, Music, History, Geography, Modern Foreign Languages and Physical Education. In addition, students learn Arabic and Islamic Studies (for our Muslim students), or complete the Skills in School programme of study (for our non-Muslim students). Students also follow the UAE Social Studies and Moral Education subjects. Students are fortunate to have the opportunity to engage in Masterclass activities on a weekly basis, which are designed to enrich and excite our students.

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

**Ms. Daniella Aschettino**  
**Secondary Headteacher (Prep and Senior)**



## SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino  
**Secondary Headteacher  
(Prep and Senior)**



Ms. Lauren East  
**Deputy Head of Secondary**



Mr. Kevin Conlon  
**Assistant Head of  
Secondary**



Ms. Kelly Lohe  
**Assistant Head of  
Secondary**



Mr. Martin Boother  
**Assistant Head of  
Secondary**



## WELCOME FROM THE HEAD OF YEAR 8

Dear Parents,

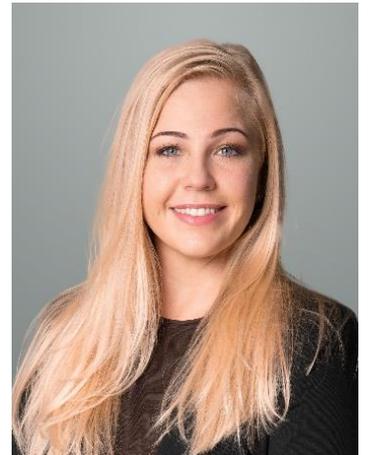
It is with great pride and excitement that I join Metropole School as Head of Year 8. I look forward to partnering with you to ensure all children are celebrated and supported. Together, we will ensure that we maintain our tradition of excellence and community that makes Metropole such a special place.

At the heart of my practice is building strong relationships with the staff, students, and families I serve. I look forward to listening to your ideas and vision for our school and collaborating with each of you to support our sense of community here Metropole School. As Head of Year 8, I will strive to ensure that all Year 8 students and families feel welcome and connected to our school family.

Our dedicated Year 8 LEAD team have welcomed and settled the students brilliantly, and will work with your child throughout the year to develop long lasting and caring relationships. By setting time aside during each and every week throughout the year, LEAD teachers will ensure students are given an opportunity to talk about their experiences and the adaptations each of them has had to make to their learning over the past 18 months, using this dedicated time to settle and put to rest any of the worries or concerns that might pop up. We want to create an open environment where students can talk about their worries/concerns and work together to resolve them.

Thank you for your continued support in ensuring our students are safe and well prepared whilst at school.

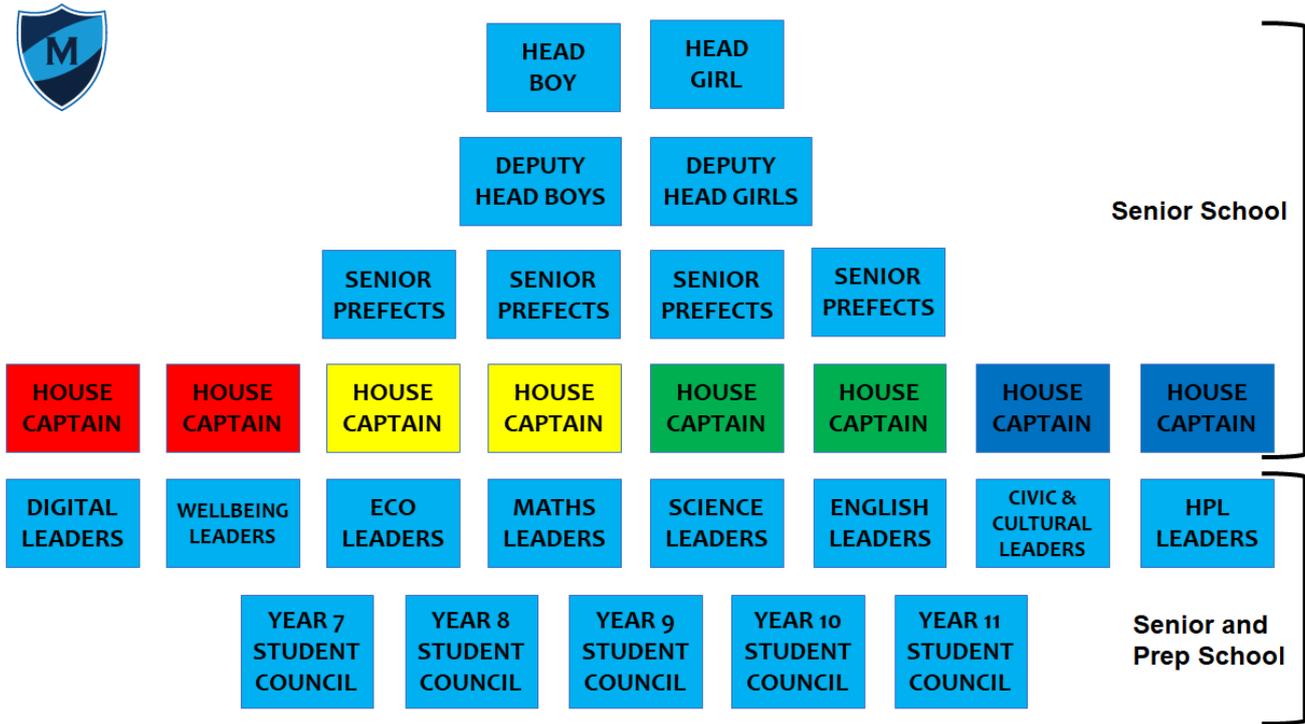
**Ms. Heather Scott**  
Head of Year 8





## STUDENT LEADERSHIP

We are very much committed to growing leaders at Metropole School, and so our curriculum has been designed to provide students with ample opportunities to develop skills and gain accreditations related to leadership. Throughout our Prep and Senior schools, students will be encouraged to establish their leadership and embrace leadership opportunities! We have many leadership positions available for our students and a dedicated team of staff to lead our leaders.



Ms. Rachel Lally  
**Student Leadership Lead**



Ms. Sinead O'Neill  
**Eco 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	Ms. Trina Epsom
Maths	Ms. Emma Flanagan
Science	Mr. David Roberson
Physical Education	Mr. Gary Saunt
Islamic Studies (Muslim Students)	Ms. Rasha Mahmoud
Arabic A Arabic B	Mr. Mohamed Wasel Alwafae Ms. Rima Wehbi
Humanities (History and Geography)	Ms. Sarah Burns
Modern Foreign Languages (French and Spanish)	Mr. Brendan Eveleigh
ICT & Computing	Ms. Lorraine De Souza
Art	Mr. Tahir Ali
Performing Arts (Drama and Music)	Mr. Andy O'Sullivan
Skills in School (Non-Muslim students)	Mr. Martin Boother
Active Leaders	Mr. David Jackson
Moral Education and Social Studies	Ms. Kelly Lohe
Masterclass	Mr. Martin Boother

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

Head of Year	Name
<b>The Prep School</b>	
Head of Year 7	Mr. Alan Traynor
Head of Year 8	Ms. Heather Scott
Head of Year 9	Mr. Conor Clarke
<b>The Senior School</b>	
Head of Year 10	Mr. Joseph Gannon
Head of Year 11	Ms. Samreen Shah
Head of Sixth Form	Mr. Chris Waldron Ms. Elise Norman-Hunkin



## CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 8's 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 (Includes Quran recitation) - Muslim students	2	120
Arabic (A and B)	4	200
Humanities (History and Geography)	2	120
Modern Foreign Languages (French and Spanish)	2	120
ICT & Computing	1	60
Art	1	60
Performing Arts (Drama and Music)	2	120
Skills in School (Non-Muslim students)	2	120
Active Leaders	1	60
Moral Education and Social Studies	1	60
Masterclass	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 offer ensures that students are fully immersed in knowledge, vocabulary and experiences relevant to the world in which we live.

Year 8 students will have four hours of English per week, with lessons that provide them with opportunities to communicate and comprehend the English language in a wide variety of forms. These lessons will focus on the development of students' reading, writing and oral skills, building on the Year 7 programme of study.

Students will hone their analytical and evaluative skills, exploring writer's craft through a variety of engaging and increasingly challenging texts ranging from Shakespeare's *Romeo and Juliet* to 21st Century 'Travellers' Tales.' They will also further develop their skills as writers, developing their ability to craft their ideas for a wide range of purposes and audiences.

### COURSE OVERVIEW

Assessment objectives covered throughout the year	<p><b>Language</b></p> <p>R1: Read and understand texts, selecting and utilising material appropriate to purpose</p> <p>R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate</p> <p>R3: Develop and sustain interpretations of writers' ideas and perspectives</p> <p>R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</p> <p>W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader</p> <p>W2: Use a range of sentence structures for clarity, purpose and effect</p> <p>W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence</p> <p>W4: Demonstrate technical accuracy in grammar, punctuation and spelling</p> <p><b>Literature</b></p> <p>AO1: Understanding of, and engagement with, themes, ideas and contexts</p> <p>AO2: Analysis of how writers create meanings and effects</p> <p>AO3: Express informed, personal responses to literary texts, using appropriate terminology and coherent, accurate writing</p>
<p><b>Term 1</b>  <b>'Travellers' Tales' and Romeo and Juliet</b></p>	
Content	<p><b>Term 1a: Travellers' Tale</b></p> <p>After their travels during the summer, students will be introduced to their Year 8 English course by reading a range of travel writing texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century. They will begin with practising their comprehension and inference skills and then they will have the opportunity to create their own piece of travel writing to consolidate their knowledge and understanding of the genre.</p> <p><b>Term 1b: Romeo and Juliet – Play Study</b></p> <p>Students will delve into one of Shakespeare's most famous tragedies about the 'Star Crossed Lovers.' They will spend a significant amount of time learning about the context of Shakespeare, focusing on what society was like in England in the 16<sup>th</sup> Century and Shakespeare's life in the theatre to aid their understanding of this complex text. Students will then identify key themes from the play by looking at short extracts; this will slowly introduce them to Shakespearean language and how to approach his texts.</p>



<p><b>English Skills</b></p>	<p><b>Term 1a:</b></p> <ul style="list-style-type: none"> <li>Gain an understanding of the travel writing genre. Students should be able to identify a travel writing and explain why it meets the requirements of the genre</li> <li>Students will learn how to use techniques within their own writing to create a piece of travel writing</li> <li>Develop a range of writing skills. Using literary devices accurately and effectively</li> <li>Students will use a variety of punctuation and vocabulary accurately and effectively</li> </ul> <p><b>Spoken Language Skills:</b> Talk for writing, reading aloud to class, and open dialogue in groups on theme, setting, atmosphere and character. Talk for writing, reading aloud to class, and open dialogue in groups on theme, setting, atmosphere and character.</p> <p><b>Term 1b:</b></p> <ul style="list-style-type: none"> <li>Become critical readers of a range of texts</li> <li>Use reading to gain access to knowledge and to develop their own skills as writers</li> <li>Connect ideas, themes and issue, drawing on a range of texts</li> <li>Connect novel with the context of the time period and comment on how this influences meaning</li> </ul>
<p><b>Spoken Language Opportunities</b></p>	<p>Talk for writing, debate, verbal presentations on their own experiences thus far, virtual role-play / digital hot seating, interviewing.</p>
<p><b>Term 2</b> <b>Global and Social Issues and Sonnet Study</b></p>	
<p><b>Content</b></p>	<p><b>Term 2a: Global and Social Issues – Social Media</b> This unit is a great opportunity for students to develop their research skills. They will begin by learning how to conduct reliable research and find dependable source material. Students will conduct their own research on the pros and cons of social media and will use this information to write a persuasive speech to perform to their peers.</p> <p><b>Term 2b: Sonnet Study</b> After studying Shakespeare's Romeo and Juliet, students will be studying a variety of Shakespearean sonnets as well as sonnets from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century. They will learn what a sonnet consists of and the 'rules' that need to be followed; this will lead to them being able to identify sonnets independently. Students will also learn how to analyse poets' language and structural techniques and comment on how they impact the reader.</p>
<p><b>English Skills</b></p>	<p><b>Term 2a:</b></p> <ul style="list-style-type: none"> <li>Become critical readers of a range of texts</li> <li>Use reading to gain access to knowledge and to develop their own skills as writers</li> <li>Connect ideas, themes and issue, drawing on a range of texts</li> <li>Conduct thorough and reliable research to develop their understanding of a certain topic</li> <li>Demonstrate secure application of a range of sentence structures for deliberate effect</li> <li>Demonstrate ability to shape language choices</li> <li>Writing for a variety of purpose, audience and form (PAF)</li> <li>Linguistic crafting to manipulate reader response</li> <li>Understand the patterns, structures and conventions of written and spoken English</li> <li>Select and adapt speech and writing to different situations and audiences</li> </ul> <p><b>Term 2b:</b></p> <ul style="list-style-type: none"> <li>Develop their skills for exploring authorial methods, themes, critical response to texts, collating and synthesizing material</li> <li>Develop creative and critical skills in reading and analysing texts</li> <li>Develop strategies/ skills to find meanings in texts</li> <li>Develop their abilities for deeper understanding of how interpretations of texts vary according to contexts</li> <li>Develop analytical skills and how meanings are shaped in literary texts with close attention to authorial methods</li> <li>Develop essay skills and how to express informed, personal and argued responses to literary texts</li> </ul>



Term 3 Holes and Sinister Stories	
<b>Content</b>	<p><b>Holes (6 Weeks)</b> Students will complete a study of the novel <i>Holes</i>. This unit will focus on their reading development, particularly their inference, analysis and evaluation skills. Students will begin with reading the novel and consolidating their understanding of plot. They will then delve into exploration of character and theme. Finally, students will explore how the author uses specific methods to impact the reader.</p> <p><b>Sinister Stories (6 Weeks)</b> Students will read a range of short stories that all have a sinister element to them. They will then focus on how narrative perspective, symbolism, overall structure and detailed description can impact a story. Students will then spend a considerable amount of time planning and writing their own sinister story.</p>
<b>English Skills</b>	<p><b>Term 3a:</b></p> <ul style="list-style-type: none"> <li>▪ Creative and critical skills in reading and analysing texts to find meaning</li> <li>▪ To infer writer's ideas; deepen their understanding of how interpretations of texts vary according to contexts</li> <li>▪ Analyse ways in which meanings are shaped in literary texts with close attention to authorial methods</li> <li>▪ Knowledge of grammar and vocabulary</li> <li>▪ Extending and applying the grammatical knowledge to analyse more challenging texts</li> <li>▪ Studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>▪ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>▪ Using Standard English confidently in their own writing and speech</li> </ul> <p><b>Term 3b:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate secure application of a range of sentence structures for deliberate effect</li> <li>▪ Demonstrate ability to shape language choices</li> <li>▪ Writing for a variety of purpose, audience and form (PAF)</li> <li>▪ Linguistic crafting to manipulate reader response</li> <li>▪ Understand the patterns, structures and conventions of written and spoken English</li> <li>▪ Select and adapt speech and writing to different situations and audiences</li> </ul> <p><b>Spoken Language skills:</b> collaborative discussions, speech, peer assessment, hot-seat questioning.</p>

Students will also cover this alongside their study of each unit:

- **Accelerated Reader-** Quizzes and book reviews.
- **Seneca-** grammar tests & quizzes
- **Kahoot and Weekly spelling**

**Useful Websites:**

- <https://senecalearning.com/en-GB/>
- [www.ukhosted14.renlearn.co.uk/6607364/default.aspx](http://www.ukhosted14.renlearn.co.uk/6607364/default.aspx)



## MATHS

In Year 8, students follow the British National Curriculum. Following on from year 7, students build on prior knowledge and take their learning further with new topics. Year 8 will still be following a Mastery curriculum that is a continuation of the Year 7 curriculum. To supplement this work, students will also be working 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"><li>- Ratio and scale</li><li>- Multiplicative change</li><li>- Multiplying and dividing fractions</li><li>- Working in the Cartesian plane</li><li>- Representing data</li><li>- Tables and probability</li></ul>	<ul style="list-style-type: none"><li>- Brackets, equations And inequalities</li><li>- Sequences</li><li>- Indices</li><li>- Fractions and percentages</li><li>- Standard index form</li><li>- Number sense</li></ul>	<ul style="list-style-type: none"><li>- Angles in parallel lines and polygons</li><li>- Area of trapezia and circles</li><li>- Line symmetry and Reflection</li><li>- The data handling cycle</li><li>- Measure of location</li></ul>
Assessment	Written and mental assessment at the end of term 1 covering all topics from the term so far	Written and mental assessment at the end of term 2 covering all topics studied so far from the start of the year	Written assessment towards the end of term 3 covering all topics from the year

A more detailed course outline will be available to students.

### Useful Websites:

- [www.khanacademy.org](http://www.khanacademy.org)
- <http://www.hegartymaths.com>
- <https://www.bbc.com/education/subjects/zqhs34j>
- [www.corbettmaths.com](http://www.corbettmaths.com)



## SCIENCE

In Year 8, students will study Physics, Chemistry and Biology, as part of the course, students will regularly take part in investigations in class. They will develop enquiry and practical skills through group work, and have regular chances to demonstrate their learning. The topics that will be studied will lead to opportunities to improve students' critical thinking skills and encourage them to consider ideas and situations from more than one point of view.

### COURSE OVERVIEW

Topics in Year 8 are:

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

**Homework** is given every week to consolidate student learning and progress. There will be a variety of homework tasks set from exam questions, research and interactive activities. Science specific literacy homework is set every fortnight.

### Assessment

Every half term there will be a cumulative assessment to prepare students to recall with ease. Assessment will be followed by a growth lesson to address misunderstanding and misconception. There is ongoing formative assessment throughout lessons and assessed tasks.

### Useful Websites:

- <http://www.educationquizzes.com/ks3/science/>
- [https://www.cgpbooks.co.uk/interactive\\_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/> (full lessons)
- <https://senecalearning.com/en-GB/> (make your log in and revise)
- [https://keystagewiki.com/index.php/Science\\_Key\\_Stage\\_3](https://keystagewiki.com/index.php/Science_Key_Stage_3)  
(scientific inquiry and theory support)

### Recommended textbooks:

- Active books – 1 2 3 student books
- Exploring Science: Working Scientifically Student Book Year 7 8 9



## PHYSICAL EDUCATION

Students in Year 8 will continue experiencing a broad and creative curriculum that has been thoroughly mapped so experiences and prior learning can continue to be built and further developed. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

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

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

### COURSE OVERVIEW

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

### Useful Websites:

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

### Anticipated Educational Visits:

- Sports Day - January 2022

## ISLAMIC A

In Year 8 students study topics which build their need to develop an emotional link with every aspect of Islam. They will be inspired to love Allah, Prophet Muhammad and other Prophets, the Sahabah and the great scholars and heroes of Islam, the Qur'an, the Sunnah and rules and morals of Islam. Islamic curriculum aims to instill love in the heart of learners toward Islamic principles in general. This heartily link would function as a motivational factor and encourage learners to implement various Islamic principles and practices. Project-based education will help students to retain and internalise their lessons in motivating chapters and lessons of their curriculum which will develop ideas and abilities to think conceptually and abstractly, and capacity to discern logical or numeral matters.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p>سورة ق غزوة الأحزاب الغسل التيمم الإمام أبو حنيفة سورة الرحمن صلاة المريض والمسافر</p> <p>Glad Tidings and Consolation (Surah Qaaf)</p> <p>Gazwat Al-Ahzab</p> <p>Full Ablution (Ghusl)</p> <p>Dry Ablution (Tayammum) and Wiping over Footwear</p> <p>Imam Abu Hanifa</p> <p>Surat Arrahman</p> <p>The prayer of the Traveler and sick people</p>	<p>مراعاة البيت الحياء صلاة النوافل – صلاة الضحى الفتح المبين جزاء الإحسان</p> <p>The Bliss of Life (Surah Al-Rahman)</p> <p>Taking care of Orphans</p> <p>Modesty</p> <p>Voluntary prayer (Aldha and night)</p> <p>Open conquest</p> <p>Rewards of Kindness</p> <p>The problem of poverty in the Islamic world</p>	<p>يتم استنتاج المشاريع من خلال الدروس الصفية المحفزة، والتي ستعمل على تطوير أفكارهم وقدراتهم على التفكير.</p> <p>Projects are inspired by the lessons through motivating chapters, which will develop their ideas and abilities to think.</p> <p>Students also will be debating and tackling the topics of the Unseen and how to use proof to support their ideas.</p>
<b>Assessment</b>	Classroom based assessments including class tests, essays and Quran recitation		

### Useful Websites:

- <http://islamhouse.com/en>
- [http://www.tvquran.com/minshawi\\_molem.htm](http://www.tvquran.com/minshawi_molem.htm)



## ISLAMIC B

In Year 8, students will study the topics of God's Messengers, Faith and Wisdom, Islam prevails Over Arabia, Muslim Lifestyle and Zakah and Charity. Projects are inspired by the lessons through motivating chapters, which will develop their ideas and abilities to think. Students will be debating and tackling the topics of the Unseen and how to use proof to support their ideas. Students will learn about the holy Qur'an in detail and essential Islamic historical stories like those of the Prophet Moses, and the Prophet Muhamad. These function as a motivational factor and encourage learners to implement various Islamic principles and practices learnt from historical examples. By studying the daily prayer both in detail and in a practical way, students will be able to refine their skills and become competent visual communicators, working independently towards a final outcome.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	Glad Tidings and Consolation (Surah Qaaf) Gazwat Al-Ahzab Full Ablution (Ghusl) Dry Ablution (Tayammum) and Wiping over Footwear Imam Abu Hanifa Surat Arrahman The prayer of the Traveler and sick people	The Bliss of Life (Surah Al-Rahman) Taking care of Orphans Modesty Voluntary prayer (Aldha and night) Open conquest Rewards of Kindness The problem of poverty in the Islamic world	Projects are inspired by the lessons through motivating chapters, which will develop their ideas and abilities to think.  Students also will be debating and tackling the topics of the Unseen and how to use proof to support their ideas.
<b>Focus</b>	Presenting proper and authentic knowledge of Islamic tents. Demonstrating application of theoretical lessons in student's daily life. Emphasis on student's internalizations of Islamic principles and ethics. Laying out Islamic concepts in a thematic methodology	Presenting proper and authentic knowledge of Islamic tents. Demonstrating application of theoretical lessons in student's daily life. Emphasis on student's internalisations of Islamic principles and ethics. Laying out Islamic concepts in a thematic methodology	
<b>Assessment</b>	Classroom based assessments including class tests, essays and Quran recitation		

### Useful Websites:

- <http://islamhouse.com/en>
- [http://www.tvquran.com/minshawi\\_molem.htm](http://www.tvquran.com/minshawi_molem.htm)

## ARABIC A

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

**مهارة القراءة:** حيث يتعرف الطالب إلى أنواع نصوص اللغة العربية و تقسيماتها من حيث النوع و القالب و التنسيق و البناء كما يميز بين كل نوع من الأنواع حيث سيقراً وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين الآراء القرائية تحليل النصوص المختلفة ويُظهر القدرة ويفهمها، المقررة الطالب المواد العربية باللغة المكتوب بالكتاب وربطها

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة النصوص الوصفية و التفسيرية مع مقدمة عن الاستجابة الأدبية، النصوص السردية مراعيًا الأفكار والتنظيم، بالإضافة إلى تطوير مهارة البحث و التقصي من أجل التأسيس لكتابة النصوص المعلوماتية.

المفاهيم النحوية والبلاغة: يتعرف الطالب مفاهيم جديدة مثل (الجملة الاسمية والفعلية، بالإضافة إلى التراكم الوصفية و العطفية ، المفعول فيه بنوعيه الزماني و المكاني، التشبيه و أركانه، الأساليب الإنشائية والخبرية مع المعاني البلاغية المتعددة التي تؤيدها ).

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 رأيهِ 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

نواتج التعلّم	TERM 1A	TERM 1B
<p>يبين المتعلّم المعنى الإجمالي للنص الشعري . موضحًا الفكر الرئيسة والجزئية والتفاصيل، يفسّر المتعلّم كلمات النص الشعري، مستنتجًا . الدلالات التعبيرية (الإيحائية والمجازية) فيه يحدد المتعلّم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذكّرًا الدليل الذي يدعم تحليله من النص يقارن المتعلّم بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب أن يكتب المتعلّم نصوصًا تعبر عن فكرة مركزية تظهر مقدرة على التركيز والتنظيم وتدل على وعي كامل بالمتلقي في علاقته بغرض وبموضوع الكتابة، مطورًا مهاراته الكتابية من ،خلال مراحل الكتابة (ما قبل الكتابة، المسودة ،المراجعة)، لتحرير النص أن يبحث المتعلم عن المعلومات، ويطبّقها في موضوعات كتابية تستند إلى أغراض محددة تظهر فهمه بالمادة التي يبحث عنها وتتناسب مع .غرض الكتابة وطبيعتها</p>	<p>الموضوعات: "مهارة القراءة" قصيدة "لامية الطغرائي" قصة قصيرة " الضحك في آخر الليل" نص معلوماتي " تاريخ التدفئة" اللغة والنحو: الجملة الاسمية والفعلية المفعول فيه الكتابة الإبداعية: كتابة نصوص تفسيرية كتابة النصوص المعلوماتية مقدمة عن الاستجابة</p>	<p>الموضوعات: "مهارة القراءة" " قصيدة "قوة العلم" "قصة قصيرة "مرض الورق" نص معلوماتي " :التعلم مؤلم لكن يجب أن "يكون كذلك" البلاغة: الأساليب الإنشائية والخبرية التشبيه التام الكتابة الإبداعية: -كتابة قصة مضمّنًا نصه تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف).</p>

نواتج التّعلم	TERM 2A	TERM 2B
<p>يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه.</p> <p>- يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه.</p> <p>- يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرةً الدليل الذي يدعم تحليله من النص.</p> <p>- يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية.</p> <p>- يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبيين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث.</p> <p>يقارن بين الجمل والتركيب.</p> <p>- يتعرف المفعول فيه، ويعربه إعراباً صحيحاً ويوظفه في كتاباته.</p> <p>- يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإنشائية.</p> <p>- يحدد الغرض من الجمل سواء أكان مباشراً أو غير مباشر.</p> <p>- يكتب نصوصاً وصفية أو سردية ويربط بين الأفكار بشكل متماسك.</p> <p>يكتب نصوصاً سردية تلبى اهتمامات القراء محدداً غرضاً واضحا للكتابة مطوراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات.</p> <p>يكتب رسالة إلى صديقه متضمنة جميع العناصر الأساسية (البسمة - التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.</p>	<p><b>الموضوعات: "مهارة القراءة"</b></p> <p>قصيدة "أخلاق كريمة"</p> <p>قصة "للقراء مجاناً"</p> <p>قصة "أوراق تضحك"</p> <p>استماع "نحن شركاء في المسؤولية"</p> <p><b>البلاغة:</b> الجملة وأغراضها</p> <p><b>الكتابة الإبداعية:</b> - كتابة قصة مضمناً نكهة تفاصيل حسية باستخدام تقنيات (الحوار، السرد، الوصف).</p> <p>- كتابة رسالة ودية مراعيًا عناصر الرسالة (البسمة - التاريخ - المرسل إليه - المرسل التحية الافتتاحية - التحية الختامية - المرسل - التوقيع)</p>	<p><b>الموضوعات: "مهارة القراءة"</b></p> <p>نص معلوماتي "المزارعة ومدير الشركة"</p> <p>سيرة غيرية "فارس المعمار"</p> <p><b>اللغة والنحو:</b> الجملة والتركيب المفعول فيه</p> <p><b>الكتابة الإبداعية:</b> النص السردية الرسالة الودية النصوص التفسيرية استجابات أدبية</p>
نواتج التّعلم	3A	3B
<p>يبين المتعلم المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية والتفاصيل.</p> <p>يُفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه.</p> <p>يتعرف المتعلم موقع القافية في البيت، ويسمّيها في قصائد متنوعة القافية.</p> <p>يقارن المتعلم بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب.</p> <p>أن يكتب المتعلم نصوصاً تعبر عن فكرة مركزية تظهر مقدرة على التركيز والتنظيم وتدل على وعي كامل بالمتلقي في علاقته بغرض وبموضوع الكتابة، مطوراً مهاراته الكتابية من خلال مراحل الكتابة (ما قبل الكتابة، المسودة، المراجعة)، لتحرير النص.</p> <p>أن يبحث المتعلم عن المعلومات، ويطبّقها في موضوعات كتابية تستند إلى أغراض محددة تظهر فهمه بالمادة التي يبحث عنها وتتناسب مع غرض الكتابة وطبيعتها.</p>	<p><b>"الموضوعات: مهارة القراءة"</b></p> <p>"قصيدة" عصفور السيدة بيرونيه</p> <p>"نص معلوماتي": حكاية أعشاش</p> <p><b>البلاغة:</b> الأساليب الإنشائية والخبرية أنواع التشبيه مقدمة عن الاستعارة</p> <p><b>الكتابة الإبداعية:</b> كتابة نص تفسيري مبني على أساس المقارنة والمقابلة</p>	<p><b>"الموضوعات: مهارة القراءة"</b></p> <p>"قصيدة" أعطني الناي</p> <p>"قصيدة" عصفور الزبير</p> <p>"نص معلوماتي": اقتن حيواناً أليفاً</p> <p><b>اللغة والنحو:</b> إعراب المثنى و جمع المذكر السالم و إعراب الأسماء الخمسة</p> <p><b>الكتابة الإبداعية:</b> كتابة نصوص سردية (القصة القصيرة) كتابة النصوص المعلوماتية</p>

## ARABIC B

(Arabic B as an Additional Language - Ministry of Education Curriculum)

Arabic B for non-native speakers' curriculum is mapped, aligned and structured around multiple educational frameworks and standards including The Ministry of Education's Framework (UAE). The Programme is designed to ensure students understand and respond to spoken and written language from a variety of authentic sources. It supports them to speak with increasing confidence along with fluency and spontaneity, finding ways of communicating what they want to say through discussions, conversations, asking questions, while continuing the accuracy of their pronunciation and intonation. In reading they will understand narrative and descriptive texts comprised of more than one paragraph, can understand main idea and supporting details. Comprehension is derived mainly from knowledge of context and content, understand the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them.

Students will also be able to write narrative and descriptive texts using all tenses and a variety of linguistic structures. Paragraphs are cohesive in terms of structure and clarity of meaning and use of a variety connector, but paragraphs may not be lengthy.

Students will also be able to communicate in most informal conversations and a limited number of formal conversations related to work, current news, and topics of general and social interest.

### COURSE OVERVIEW

	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
Level 2	<p><b>Unit title:</b> <b>My Little Body</b></p> <p>Topics: 1. My Identity /Greetings/ 2. My body 3. My senses 4. My healthy food 5. My clothes</p> <p>Grammar: 1. Pronouns 2. Prepositions 3. Connectives 4. Question tools 5. Nouns and Verbs 6. Demonstrative pronouns</p> <p>Writing skills: 1. Designing identification cards for himself 2. To write simple sentences expressing itself 3. Linking two simple sentences with connectives tool 4. Describing his body, senses, food and clothes simple sentences</p>	<p><b>Unit title:</b> <b>The Time</b></p> <p>Topics: 1. The clock 2. The Date 3. Days of the week 4. Months</p> <p>Grammar: 1. Adverbs (Days /months /four season 2. Numbers (1-12) 3. Conjugate the verb w/ pronouns 4. Verbs/ Connectives 5. Plural and singular 6. Prepositions</p> <p>Writing skills: 1. Design a card for the four seasons, then write their names 2. Compare the weather between two seasons by temperature 3. Design cards for the months of the year and with their names 4. Write simple sentences using time and date</p>	<p><b>Unit title:</b> <b>My Little World</b></p> <p>Topics: 1. My family and I 2. I and my friends 3. My house 4. My habits at home</p> <p>Grammar: 1. Pronouns 2. Conjugate verbs with pronoun 3. Superlatives 4. Verbs/Nouns 5. Demonstrative pronouns 6. Ordinal numbers 7. Possessive Pronouns</p> <p>Writing skills: 1. Design identification card that includes information about family members 2. Write descriptive text about your family using conjunctions and linking words 3. Write a sentence describing your best friend 4. Write descriptive sentences for where he lives</p>	<p><b>Unit title:</b> <b>At School</b></p> <p>Topics: 1. In the classroom 2. In the music room 3. The schoolyard 4. On the school bus</p> <p>Grammar: 1. Pronouns 2. Prepositions 3. Adverbs 4. Connective 5. Question tools 6. Past tense and present tense</p> <p>Writing skills: 1. Design cards about school rooms and write the name of the room 2. Writing simple sentences describing his favorite class at school 3. Design a sign to preserve the school areas 4. Design his /her time table in Arabic</p>	<p><b>Unit title:</b> <b>Friends</b></p> <p>Topics: 1. Best friends 2. Agree and disagree 3. Meet and part</p> <p>Grammar: 1. Pronouns 2. Conjugate the verb with pronouns 3. Adjectives in masculine and feminine 4. Demonstrative pronouns 5. Superlatives</p> <p>Writing skills: 1. Write a message to your best friend 2. Write sentences that express what you love and what your friend likes, and whether you agree or disagree 3. Design a card for your school's best friend who has traveled to his country</p>



	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
Level 4	<p><b>Unit title: Exciting Activities</b></p> <p>Topics: 1. Visited to the City of beauty 2. Tour in my school 3. Around UAE 4. Famous races 5. Be my guest</p> <p>Grammar: 1. Superlatives 2. Conjunctions 3. Adverb of time 4. Question words (where-what-how-why-when)</p> <p>Writing skills: 1. Write a paragraph about your exciting activities using the adjectives, superlative stating your opinion about which is best and why 2. Complete a dialogue about a your visiting the city of beauty request that answers key questions regarding the date and place and the question of cost 3. Design a poster that contains abstract information about tour in your school</p>	<p><b>Unit title: Global Celebrations</b></p> <p>Topics: 1. Colour Festival 2. Silence Feast 3. Tomato's' war 4. Insects Feast 5. Neighbours Fights Feast</p> <p>Grammar: 1. Command verbs 2. Using because to give reasons for opinions 3. Adjectives</p> <p>Writing skills: 1. Write descriptive text about a global celebration using adjectives and expressions of opinion 2. Write descriptive text about a global celebrations using ordinal numbers 3. Complete a dialogue your favourite global celebrations 4. To compare the main difference between different global celebration</p>	<p><b>Unit title: Places and Directions</b></p> <p>Topics: 1. In the city 2. In the hotel 3. In the airport</p> <p>Grammar: 1. Past tense 2. Future tense 3. Negative 4. In my point of you</p> <p>Writing skills: 1. Write descriptive text about your favourite place and give your opinion on why you chose it 2. Design a letter inviting a friend to visit your country indicating the reason for the selection in advance 3. Include details about the date and place in your message 4. A letter of apology for refusing a date or invitation 5. Design an advertisement for your favourite hotel</p>	<p><b>Unit title: International Kitchen</b></p> <p>Topics: 1. The international Kitchen 2. Cooking competition 3. Healthy Habits</p> <p>Grammar: 1. Exclamation! 2. Past tense 3. Wishful thinking 4. Noun signs</p> <p>Writing skills: 1. Write descriptive text about your favourite food 2. Create an invitation card to your favourite restaurant with details of time, date and day 3. Reject or accept an invitation stating the reason why 4. Write the steps to cook your favourite meal in a competition using the ordinal numbers 5. Design a card to compare between the healthy and unhealthy food</p>	<p><b>Unit Title: What Makes Me Happy</b></p> <p>Topics: 1. My Pet 2. My Best Friend 3. Giving</p> <p>Grammar: 1. The possessive subject pronoun (you) 2. The possessive adjective (your) كاف المخاطبة</p> <p>Writing skills: 1. Write Descriptive text when you help your friend 2. Create a thanks card to your best friend 3. Write a paragraph to describe your pet and share your feeling when you play with your pet</p>



	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
<b>Level 6</b>	<p><b>Unit title: Money and Business</b></p> <p>Topics: 1. My needs and desires 2. Labour market 3. Various currencies 4. Trade recently and in old 5. E-Commerce</p> <p>Grammar: 1. Feminine and masculine 2. Sentences using because plus adjectives 3. Future tense</p> <p>Writing skills: 1. Formulate a dialogue with the professional of your choice, explaining your appreciation to them 2. A comparison between two professions giving the details of their jobs and which one you prefer with the reason 3. Write an imaginative text about careers fifty years into the future 4. Write a letter of appreciation to an important professional giving you opinion</p>	<p><b>Unit title: Buy and Sell</b></p> <p>Topics: 1. Shopping list 2. Cash or card? 3. Markets 4. The global village 5. In the toy store</p> <p>Grammar: 1. Past tense 2. The five verbs write them بشريون 3. Increase the أ after واو الجماعة 4. Superlative 5. Question Tools</p> <p>Writing skills: 1. To write a report about the advantages and disadvantages of electronic purchase using adjectives and expressions of opinion with superlatives 2. Write an essay, after collecting information, to explain your favourite sections in the mall give reasons (using a graph) 3. Write a Comparison between two different popular markets explaining the similarities and differences</p>	<p><b>Unit title: Tourism</b></p> <p>Topics: 1. Resident or tourist 2. Tourist destinations 3. Space tourism</p> <p>Grammar: 1. الميزان الصرفي بشكل مُبسط. الجملة الخبرية والجملة الإنشائية. 2. The ordinal numbers</p> <p>Writing skills: 1. Write newspaper article about a sporting, artistic or other event related to a hobby using adjectives and times 2. Write a letter to a friend about tourist place at UAE using adjectives and complex opinions 3. Write a comparison between two local and international tourist places 4. Write an imaginary text about your favourite tourist destinations 5. Write a text imagining a trip to Space explain (with whom – what you will do – what you will see –how you will feel)</p>	<p><b>Unit title: Health and Safety</b></p> <p>Topics: 1. Food 2. Sports 3. Psychological health</p> <p>Grammar: 1. Negative 2. Command verbs 3. Use (كُل -جميع) (بعض مُعظم) 4. Use (دائمًا - كُل يَوْم-) مرة في الأسبوع - مرة في الشهر</p> <p>Writing skills: 1. Write a report on your habits regarding your health following a sequence 2. Formulate a dialogue with a person who has a healthy lifestyle in which you highlight your lifestyle and ask for advice 3. Write a text about the different aspects of how a person takes care of yourself</p>	<p><b>Unit title: History and Future</b></p> <p>Topics: 1. Nobel prize 2. Sports between past and present</p> <p>Grammar: 1. Simple past tense 2. Future tense</p> <p>Writing skills: 1. Write a biography about for the Nobel Prize winners 2. Write a research about the Nobel Prize 3. Write a report for a famous sports person 4. Write a comparison of past and present sports using comparison tools and adjectives</p>



	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
Level 8	<p><b>Unit title:</b> <b>Environment</b></p> <p>Topics: 1. Agriculture 2. Waste 3. The Preservation of the environment</p> <p>Grammar: 1. Questions tools 2. Simple and complex sentences 3. Exclamation style</p> <p>Writing skills: 1. Design an introductory brochure on the most important crops grown in the UAE, their number and importance 2. Create a new idea to protect the environment from waste and explain this idea 3. Write essay about how to keep the environment clean 4. Write a letter to the governor to complain about the pollution you have in your city</p>	<p><b>Unit title:</b> <b>Coexistence and Tolerance</b></p> <p>Topics: 1. Bullying 2. Tolerance year 3. Safety generation 4. Open minded</p> <p>Grammar: 1. Questions tools 2. Simple and complex sentences 3. Singular, dual, plural</p> <p>Writing skills: 1. Writing an essay about bullying and its effects on the individual and society 2. Writing an article about the UAE's achievements that indicate tolerance and cooperation between different religions and nationalities 3. Writing a sermon for the people of this age for a safer generation development 4. Writing an article about a civilization that liked and surprised me</p>	<p><b>Unit title:</b> <b>Advertising and Culture</b></p> <p>Topics: 1. Advertising 2. Food and drinks 3. Clothing</p> <p>Grammar: 1. صيغ المبالغة (التفضيل - التعجب - النداء - النهي). 2. التوكيد (كل - جميع) -.</p> <p>Writing skills: 1. Designing a specific ad in a way that leads people to read and pay attention to it. 2. Writing a topic about diet for health 3. Compare clothes in your country and in the Emirates 4. Describe the appropriate work clothes from your point of view, explaining the reason for your selection.</p>	<p><b>Unit title:</b> <b>Proud of my country</b></p> <p>Topics: 1. Role models 2. Loyalty and affiliation 3. Volunteering</p> <p>Grammar: 1. Present, past, future tenses 2. Singular, dual, plural 3. Exclamation style 4. اسلوب التفضيل</p> <p>Writing skills: 1. Comparison between good and bad example and its effect on the individual and society. 2. Write a letter for your country expressing your love and affiliation 3. Writing a topic about a volunteering experience that you conducted explaining its impact and your opinion on it.</p>	<p><b>Unit title:</b> <b>Dreams World</b></p> <p>Topics 1. Dream house 2. Dream job 3. Famous meeting 4. Country of dreams 5. The dream may come true</p> <p>Grammar: - صيغ المبالغة (التفضيل - التعجب - النداء - النهي). - التوكيد (كل - جميع) -. Questions tools</p> <p>Writing skills: 1. Writing a story about a vagrant I saw from the window of the house on a rainy night, explaining how you felt. 2. Writing a CV 3. Writing a text about a celebrity I hope to meet 4. Writing a topic about the country I dream of going to, either to live or to visit 5. Writing an article about a dream that you wish to achieve and what you do to achieve it</p>



## HISTORY

In Year 8 students will begin by developing their knowledge and understanding of the Tudor and Stuart period in Britain 1500-1750. Students will start by exploring the personality and reign of King Henry VIII, his divorce and the "Break with Rome". They will then investigate the impact of the establishment of the Church of England and the many religious changes that took place in the 16<sup>th</sup> century known as the Reformation. Students will also study in depth aspects of the reign of Queen Elizabeth including the defeat of the Spanish Armada. Finally, there will be a focus on the causes of the English Civil War and the execution of King Charles I as well as an exploration of other 17<sup>th</sup> century events such as the Great Plague of 1665 and the Fire of London the following year.

### COURSE OVERVIEW

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

### Useful Websites:

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



## GEOGRAPHY

In Year 8, students will study an array of topics within Physical, Human and Environmental Geography. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them. Students will look at various global issues and look to strengthen an empathetic approach to learning that will help them assess these global issues from the viewpoints of multiple stakeholders.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<b>Topic: Africa</b> <ul style="list-style-type: none"> <li>- Intro to Africa</li> <li>- African Life</li> <li>- Biomes</li> <li>- Causes of desertification</li> <li>- The Horn of Africa</li> <li>- Ecotourism</li> <li>- African Climate</li> <li>- Coffee Making</li> <li>- Pirates</li> </ul>	<b>Topic: The Amazon Rainforest</b> <ul style="list-style-type: none"> <li>- Intro to Amazon Rainforest</li> <li>- Amazon Tribes</li> <li>- Deforestation</li> <li>- Stakeholders</li> <li>- Shifting Cultivation</li> <li>- Manaus</li> </ul>	<b>Topic: Weather</b> <ul style="list-style-type: none"> <li>- World Climates</li> <li>- Measuring Weather</li> <li>- Anticyclones</li> <li>- Adaptations</li> <li>- IS the weather getting wilder</li> <li>- Tornadoes</li> <li>- Weather Forecasting</li> <li>- Types of Rainfall</li> </ul>
<b>Assessment</b>	Biomes and natural resources in Africa	Create a newspaper article on the Amazon Rainforest	Research and produce a case study on a famous weather event

### Useful Websites:

- <http://www.ordnancesurvey.co.uk>
- <http://www.geograph.org.uk>
- <http://www.geographyalltheway.com>



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

For September 2021, students in Year 8 will have the choice to study either French or Spanish until the end of Key Stage 3. They will be assigned to either a French or Spanish class accordingly. We follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop the language learning skills of listening, speaking, reading and writing by studying a broad range of topics. Similarly, to Year 7, students will study a range of different topics over the year to broaden their range of vocabulary which they can then apply in different settings. Furthermore, students will continue to develop their awareness of diversity, and our curriculum intends to nurture students into true global citizens, and it's our belief that we are empowering students to become the leaders of tomorrow's world.

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

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

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>- Talking about your town</li> <li>- Giving directions</li> <li>- Talking about where to go</li> <li>- Saying what you can do in a town</li> <li>- Talking about holidays and plans</li> <li>- Talking about getting ready to go out</li> <li>- Buying drinks and snacks</li> <li>- Saying what you would like to</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about animals</li> <li>- Writing a poem</li> <li>- Describing a painting</li> <li>- Talking about television programmes and films</li> <li>- Talking about reading</li> <li>- Discussing the internet</li> <li>- Talking about what you did yesterday</li> <li>- Expressing your opinion on books, tv and film</li> </ul>	<ul style="list-style-type: none"> <li>- Saying what you did in Paris</li> <li>- Saying when you did things</li> <li>- Discussing tourist attractions</li> <li>- Saying where you went and how</li> <li>- Interviewing a suspect</li> <li>- Talking about personalities</li> <li>- Talking about relationships</li> <li>- Talking about music</li> <li>- Talking about clothes</li> </ul>
<b>Assessment</b>	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar

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

	Term 1	Term 2	Term 3
<b>Content</b>	<ul style="list-style-type: none"> <li>- Introducing yourself</li> <li>- Talking about personalities</li> <li>- Talking about birthdays</li> <li>- Using numbers and the alphabet</li> <li>- Discussing pets</li> <li>- Saying what you like to do</li> <li>- The weather</li> <li>- What sports you like</li> </ul>	<ul style="list-style-type: none"> <li>- School subjects</li> <li>- Giving opinions</li> <li>- Describing your school</li> <li>- Describing your family</li> <li>- Describing your appearance</li> <li>- Talking about where you live</li> </ul>	<ul style="list-style-type: none"> <li>- Describing towns and villages</li> <li>- Telling the time</li> <li>- Ordering in a café</li> <li>- Using the verb ir (to go)</li> <li>- Talking about future plans</li> <li>- Using the verb querer (to want)</li> </ul>
<b>Assessment</b>	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar	Reading, Speaking, Listening, Writing, Grammar

#### Useful Websites:

- [www.linguascope.com](http://www.linguascope.com) (logon and password available from the MFL department)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) (individual student logons)
- [www.quizlet.com](http://www.quizlet.com) (student will create an account at the beginning of the year)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) (Useful for grammar practice)
- [www.wordreference.com](http://www.wordreference.com) (Online dictionary)
- <https://en.pons.com/translate> (Personalised online dictionary)



## ICT AND COMPUTING

In Year 8, students will follow a course of study that develops their technical knowledge, problem solving skills as well as digital literacy. The following curriculum will allow students to become active participants in the digital world by learning cutting edge skills such as coding, computer programming and Lego packages.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	- Microbit - Pixelart	- E-Safety in-line with Internet Safety Day - Augmented Reality	- Phyton - Lego Mindstorms
<b>Key Skills</b>	- Problem solving - Programming - Sequencing - Loops - De-Bugging - 2D Animation - Planning - Colour Theory - Character Design	- Planning - Initiative - Creativity - Collaboration - Curiosity	- Computational thinking - Planning - Decomposing problems - Curiosity
<b>Assessment</b>	- Written/Digital Assessment - Home learning tasks - Practical assessment demonstrating skills	- Written/Digital Assessment - Home learning tasks - Practical assessment demonstrating skills	- Programming Assessment - Home learning tasks

### Useful Websites:

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



## ART AND DESIGN

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

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

### Implementation

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

Students in Year 8 is to build upon knowledge, understanding, skills and techniques gained throughout Year 7. Students continue to develop an appreciation of the work of artists/ designers and understand the role of artwork from a range of cultures. Through project work students experience making art in a variety of mediums that include painting, drawing and printing.

### COURSE OVERVIEW

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

### Useful Websites:

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



## MUSIC

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

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

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Hooks &amp; Riffs</b></p> <p>In our first topic of Year 8 we learn about the development of hooks and riffs in Music.</p> <p><b>Performance Skills 'Just Play' (1)</b></p> <p>In our second topic of Year 8 we look at the 'popular' band set up. We learn as a class, performance skills on Ukulele, Guitar, Drums, Bass Guitar and Singing, to create whole class performance of well known pop songs.</p>	<p><b>Popular Music – Blues</b></p> <p>In our third topic of Year 8 we learn about 'The Blues'. Students will develop their improvisation and harmony skills through practical music making tasks.</p> <p><b>Popular Music - Reggae</b></p> <p>Our fourth topic progresses to Reggae. Students learn about the influence of 'Blues Music' on this genre and will develop their music theory skills.</p>	<p><b>Performance Skills 'Just Play' (2)</b></p> <p>In our fifth topic of Year 8 we return to our 'popular' band set up. The second 'Just Play' unit allows students to focus their performance skill development on one particular instrument as a member of a class band.</p> <p><b>World Music – African Music</b></p> <p>In our sixth and final topic of the year, students are introduced to 'African Music'. In this unit we look at performing traditional African pieces, and learning to play Djembes.</p>
<b>Assessment</b>	<p>Assessment takes place throughout the year. Topic assessments take place at the end of each topic to assess students understanding of key concepts and skills.</p> <p>Assessment tasks focus on the three areas of musical skill development: Performance, Composition and Listening &amp; Appraising.</p> <p>In Year 8 Performance assessments may be as an individual or a member of a group. Students will be given plenty of notice and support in class leading up to these assessments.</p>		

### Useful Websites:

- [Edu.bandlab.com](http://Edu.bandlab.com)
- <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

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

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Module 1</b></p> <p>PA Industry Roles – exploring a range of Performing Arts job roles and the skills required to carry them out</p> <p>Mystery Plays – History, Blocking, Costume, Narration</p> <p><b>Module 2</b></p> <p>Project Devising from a stimulus. The use of characterization, setting and blocking. Designing and development of costume and set</p>	<p><b>Module 3</b></p> <p>Devising - Working on devising techniques through multiple stimuli using: Tableau Thought-tracking Hot-seating Cross cutting Devising from a stimulus</p> <p><b>Module 4</b></p> <p>Devising from a Script – students use a given script as a starting point for creating their own meaningful performance work</p>	<p><b>Module 5</b></p> <p>Ancient Greek theatre: Use of chorus Establishing a character that is developed over an extended time to become fully dimensional.</p> <p><b>Module 6</b></p> <p>Live theatre review and production prep – live theatre reviews and analysis</p> <p>Students will create audition pieces and take part in workshops based on the chosen school production for 2021-2022</p>
<b>Assessment</b>	<p>The assessments will comprise of both a performance task and a written task, in line with the combined elements of practical work and theoretical understanding that make up Drama. Students will have the opportunity to demonstrate both their skills development through a piece of live theatre using either devised or scripted work, and their knowledge and understanding of the genres they have learned through a written response.</p>		

### Useful Websites:

- <http://essentialdrama.com/practitioners/>
- <https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg/>
- <https://www.nationaltheatre.org.uk/whats-on/>



## ADDITIONAL CURRICULUM INFORMATION

### MASTERCLASSES

As a school we value the importance of students engaging in enjoyable activities of choice. Part of this is to encourage a healthy active lifestyle and have in place comprehensive masterclasses and squads led by teachers, PE staff and outside sports agency providers. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our provision if they wish

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.

Students have the opportunity to engage in activities of their choice during masterclass. They may also be invited to intervention sessions during this time to support their academics.

### SKILLS IN SCHOOL

Students that do not study Islamic Studies will follow a 'Skills in School' 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 and project-based learning and gain further accreditations.

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

- 1. Self-directed study time** - students will have the opportunity to consolidate their learning, complete extra work on topics they find more challenging and to focus on organising their homework. This will be monitored by the teacher in the class (Years 10 and 11 only).
- 2. 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 EXPO 2021.
- 3. External accreditations** - students will be able to access external accreditations, such as Highfield qualifications. These qualifications cover a broad range of areas of interest to the students. *Please note that these courses are not mandatory and will come at an additional cost to parents/guardians should students wish to take them.*

All resources and information covered during the 'Skills in School' 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.

### ACTIVE LEADER

The Active Leaders course for our Year 8 students is delivered by PE teachers and focuses on personal development and confidence building through fun activities and events. It is a course developed with and for young people with an opportunity for students to gain practical experience and to receive a personal report and certificate. In Term 1, students participate in real-world studies, where students explore the context of different countries, including Cambodia and Kenya. Term 2 focuses on students being active through participating in 'Ultimate Frisbee'. They learn the skill of defence, marking, passing, and will engage in tournaments to put their skills in action. Term 3 provides students with the opportunity to gain the Mustangs Fitness Leaders Award, which enables them to develop a range of skills around sport and fitness, including: how to optimize training and prevent injury, health and fitness, principles of training, and training methods. Students will also learn how to create, monitor and evaluate a fitness programme.



## MORAL EDUCATION

Moral Education at Metropole is delivered by lead teachers, once a week. This provides an opportunity to provide quality pastoral time for students and to develop excellent working relationships between the lead teacher and the students in the lead class.

The ultimate outcome of Moral Education 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

## UAE SOCIAL STUDIES

At Metropole, UAE Social Studies is integrated across the curriculum and led by the humanities department. In KS3, students will have a deeper understanding of social, political, and economic systems. They will develop an understanding of events, trends, personalities and movements in local, national and world history and geography. They will also grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.

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

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



## MARKING AND FEEDBACK

Work will be assessed in a number of ways, which may include peer assessment, where the students are encouraged to mark one another's work according to a given criteria and reflect on how their work can be improved. There will also be online activities, which are marked electronically, and work that is marked regularly by the teacher where feedback about how to improve will be included, especially with more substantial pieces of work. In addition to this, formative assessment will take place where teachers give advice on how work can be improved.

What to expect:

- Baseline assessment to assess current level
- Assessed task at least once every half term to track progress
- Receive feedback from teacher in pink pen on assessments and selected pieces of work OR via Phoenix Classroom for remote learning
- Receive feedback from peers in purple pen on selected class work OR verbally during remote learning
- Students are expected to respond to feedback and attempt to make improvements in green pen OR using Phoenix Classroom
- Symbols used for Spelling, Punctuation and Grammar (SPaG):

<b>SP</b>	Spelling	<b>T</b>	Tense is incorrect	<b>^</b>	Missing Word
<b>//</b>	Paragraph	<b>WW</b>	Wrong Word	<b>P</b>	Punctuation
<b>the</b>	Needs a capital letter	<b>The</b>	Needs a lower case letter	<b>NAS</b>	Not A Sentence

As mentioned above, written feedback is provided by teachers in pink pen and peers in purple pen. Feedback can also be given verbally or recorded verbally using different resources. It is important that students respond to feedback in whichever format is most appropriate, and if written it is in green pen. It must be clear to see in student work that feedback has been taken on board and progress made as a result of feedback. Progress is evident not only through the flightpath sticker on books, but also via student product and dialogue, which should regularly consist of students knowing exactly where they are on their learning journey, where they should be next and the steps needed to reach that goal.





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