



# CURRICULUM HANDBOOK

Year 9

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 9

Dear Parents,

My name is Mr. Conor Clarke and I am the Head of Year 9.

I have been blown away witnessing the amount of work that is undertaken throughout this year with our Year 9 students in preparation for beginning their GCSE courses in Year 10.

We have a fantastic Year 9 LEAD team this year and all which are brilliant and keen to get started in what is a crucial year in which they will all choose the GCSE subjects they wish to study in the following two years of their school journey.

As you are well aware Year 9 is a very important year academically and we must strive to be the best we can be, grasping every learning opportunity with both hands to guarantee that each and every student has the opportunity to reach and exceed their potential, in what is a pivotal year in the majority of the students' lives.

However, I would like to take this opportunity to reassure you that everyone within school is aware of this and between the careers department, our enrichment lessons, our middle and senior leadership interviews that will be conducted and guided study and research through career days, the students within our care will be fully equipped and prepared to make these choices when the time comes.

The Year 9 LEAD teachers will be setting time aside during each and every week throughout the year, to give the students 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, addressing worries/concerns and answering any questions that they may have, but also worries or concerns that they might have with moving forward into Year 10 and use this dedicated LEAD time to settle and put to rest any of the worries or concerns that may pop up. We want to create an open environment where students can talk about their worries/concerns and work together to resolve them. Happy students learn better!

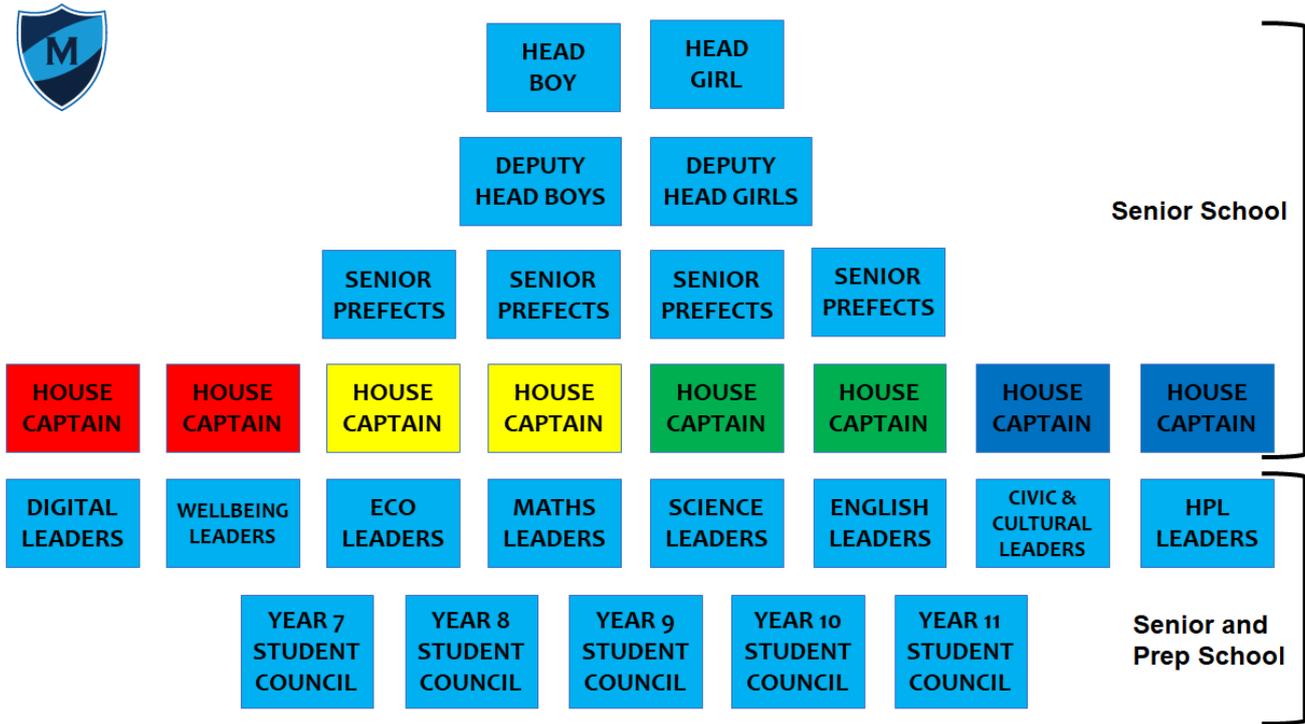
**Mr. Conor Clarke**  
**Head of Year 9**





## STUDENT LEADERSHIP

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



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	Ms. Rasha Mahmoud
Arabic A Arabic B	Mr. Mohamed Wasel 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 9'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 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 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.

### COURSE OVERVIEW

<p>Assessment objectives covered throughout the year</p>	<p><b>Language</b></p> <p>R1: Read and understand texts, selecting and utilising material appropriate to purpose                  R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate                  R3: Develop and sustain interpretations of writers' ideas and perspectives                  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                  W2: Use a range of sentence structures for clarity, purpose and effect                  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                  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                  AO2: Analysis of how writers create meanings and effects                  AO3: Express informed, personal responses to literary texts, using appropriate terminology and coherent, accurate writing</p>
<p><b>Term 1</b>  <b>Global and Local Issues – Plastic Pollution and Novel Study: Animal Farm</b></p>	
<p><b>Content</b></p>	<p><b>Term 1a: Global and Local Issues – Plastic Pollution</b></p> <p>Students will complete an inquiry-led project on a real world issue: 'Plastic Pollution'. Students will collate a range of sources which may include traditional research texts e.g. encyclopaedia, textbook; literary texts e.g. novel, poem; non-fiction-texts e.g. review, autobiography; media texts e.g. film, documentary etc. Students will utilise their findings for a summative written task in which purpose and audience are specified. They will then create a persuasive speech or article using the information they have found throughout their research and study.</p> <p><b>Term 1b: Novel Study: Animal Farm</b></p> <p>Students will study George Orwell's classical allegorical tale 'Animal Farm'. Students will analyse plot development, characters and authorial methods</p>



<p><b>English Skills</b></p>	<p><b>Term 1a:</b></p> <ul style="list-style-type: none"> <li>▪ Develop relevant reading, study, research, and writing skills</li> <li>▪ Writing for a specific audience and purpose (recommended purpose: Argue/persuade)</li> </ul> <p>To write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>▪ writing for a purpose and audience: a well-structured story</li> <li>▪ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>▪ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>▪ plan, draft, edit and proofread through</li> <li>▪ considering how their writing reflects the audiences and purposes for which it was intended</li> <li>▪ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>▪ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English</li> </ul> <p><b>Grammar and Vocabulary</b> - students should be taught to:</p> <ul style="list-style-type: none"> <li>▪ consolidate and build on their knowledge of grammar and vocabulary</li> <li>▪ extending and applying the grammatical knowledge set out in English appendix 2 to the Key stage 1 and 2 programmes of study 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>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>▪ students will be taught to speak confidently and effectively</li> <li>▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>▪ giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>▪ participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>▪ improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> </ul> <p><b>Term 1b:</b></p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>▪ reading quality classic texts from writers</li> <li>▪ exploring genre and the historical periods that the text was written in</li> <li>▪ exploring how writer's create meaning through the use of language, structure and authorial methods</li> </ul> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>▪ learning new vocabulary, relating it explicitly to known vocabulary and understanding it With the help of context and dictionaries</li> <li>▪ making inferences and referring to evidence in the text</li> <li>▪ knowing the purpose, audience for and context of the writing and drawing on this Knowledge to support comprehension</li> </ul> <p>Checking their understanding to make sure that what they have read makes sense read critically through:</p> <ul style="list-style-type: none"> <li>▪ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>▪ studying setting, plot, and characterisation, and the effects of these</li> <li>▪ Understanding how the ideas are communicated effectively through whole structures, language, motifs, themes etc.</li> </ul>
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<b>Term 2</b> <b>Nature Poetry – People and Places Anthology and Dystopian Descriptive Writing</b>	
<b>Content</b>	<p><b>Term 2a:</b></p> <p>Students will study the OxfordAQA Exams Poetry Anthology People and Places. The 20 poems in this anthology are thematically linked in a variety of ways, allowing students to study a range of connected ideas and themes from poets and poetry across different times and contexts.</p> <p>This unit of study will focus on theme of Nature. Students will analyse and evaluate authorial methods, studying key themes, language and structural devices and their impact on the reader.</p> <p><b>Term 2b:</b></p> <p>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**



## MATHS

In Year 9, students follow the UK National Curriculum for England in Mathematics. Following on from year 8, students build on prior knowledge and take their learning further with new topics. Year 9 will still be following a Mastery curriculum that is a continuation of the Year 8 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 9, 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

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.

Literacy and Maths skills

**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 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.

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	Swimming Athletics Introduction to GCSE PE	Tag Rugby Rounders Fitness for Sport Football	Gymnastics Badminton Handball Basketball

### Useful Websites:

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

### Anticipated Educational Visits:

- Sports Day - January 2022

## ISLAMIC A

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p>-الوحي الإلهي (القرآن الكريم) : سورة ياسين (١) -أحكام المد: المد الطبيعي - العقيدة الإسلامية: الإخلاص -الهوية والقضايا المعاصرة (الهوية والانتماء): نعمة الأمن. العقيدة الإسلامية: الإيمان بالقضاء والقدر. أحكام الإسلام ومقاصدها: صلاة الكسوف، وصلاة الاستسقاء، وصلاة الاستخارة. السيرة النبوية والشخصيات: الشفاء بنت عبد الله العدوية رضى الله عنها.</p>	<p>الوحي الإلهي (القرآن الكريم) : (سورة ياسين (٢) أحكام المد : المد الجائز المنفصل العقيدة الإسلامية :أنا أقرأ القيم الإسلامية :آداب السفر أحكام الإسلام ومقاصدها: أحكام العمرة السيرة النبوية والشخصيات :فتح مكة الهوية و القضايا المعاصرة (الهوية و الانتماء : (صحتي مسؤوليتي</p>	<p>الوحي الإلهي (القرآن الكريم) : (سورة ياسين (٣) أحكام المد : المد الواجب المتصل القيم الإسلامية والأخلاق :العلم نور أحكام الإسلام ومقاصدها :الإيمان والنذور السيرة النبوية والشخصيات : غزوة حنين</p>
<b>Focus</b>	<p>-يظهر المتعلم حفظاً متقناً للقرآن الكريم، ومعرفةً بمعانيه وعلومه وتطبيقاً لأحكامه. -يظهر المتعلم وعياً بأسس الإيمان بالله وصفاته. -يظهر المتعلم معرفةً بفقهاء العبادات: الصلوات المخصوصة. - يظهر المتعلم معرفةً وتأسياً بشخصيات إسلامية بارزة لها دورها في خدمة الإسلام. -يظهر المتعلم فهماً للقضايا والتحديات المعاصرة من مثل قضية الأمن في المجتمعات.</p>	<p>-يفسر المتعلم المعنى الإجمالي لسورة (يس) ويطبق أحكام المد أثناء التلاوة. -يظهر المتعلم وعياً بقيمة العقل وأهمية التفكير، وممارسة أدواته في الوصول إلى الحق. - يطبق المتعلم أحكام العمرة في مواقف افتراضية، كما يستخلص المقاصد الشرعية لأحكام العمرة. - يلخص المتعلم أهم الأحداث التي وقعت خلال السنتين السابعة والثامنة للهجرة (فتح مكة) -يظهر العلاقة بين ظهور المرض والإنسان وسلوكياته.</p>	<p>-يفسر المتعلم المعنى الإجمالي لسورة (يس) ويطبق أحكام المد أثناء التلاوة. -يستخلص الطالب أهم المبادئ والعبر من سيرة النبي محمد صلى الله عليه وسلم، قيم العفو والتسامح في غزوة حنين. -يظهر المتعلم وعياً بأهمية العلم والعلماء ويصمم عرضاً يظهر أهمية العلم والتعلم في الإسلام. - يبين المتعلم أحكام الإيمان والنذور.</p>
<b>Assessment</b>	<p>سيكون في محوري الوحي الإلهي ( القرآن الكريم ) والعقيدة الإسلامية ؛ بهدف قياس التطور المهاري : <b>اختبار القصير</b> للطلبة في هذين المحورين.</p> <p><b>اختبار منتصف كل الفصل الدراسي</b>: سيكون خاص بمحوري الوحي الإلهي( القرآن الكريم- الحديث الشريف – العقيدة الإسلامية وآداب وقيم الإسلام) .</p> <p><b>اختبار نهاية كل الفصل الدراسي</b>: سيكون هنا الاختبار في جميع المحاور التي تغطيتها في مادة التربية الإسلامية.</p>		

### Useful Websites:

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

## ISLAMIC B

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Divine revelation:</b> Honesty of the Prophet PBUH (1-12) (Surat Yasin) and the rules of Madd</p> <p><b>Islamic Creed:</b> Belief in Divine Decree and Predestination</p> <p><b>Values and morals:</b> Sincerity (Acts are Judged Only by Intentions)</p> <p><b>Islamic rulings:</b> Prayers for Certain Purposes (Eclipse, Rain and Istikhara)</p> <p><b>Syrah:</b> AI-Shifa' bint Abdullah AI-Adawiya RAA</p> <p><b>Identity:</b> The Gift of Security</p>	<p><b>Divine revelation:</b> The Story of the Believers (20-32) Surat Yasin</p> <p><b>Values and morals:</b> Travel Manners</p> <p><b>Islamic rulings:</b> Umrah Rules</p> <p><b>Syrah:</b> Opening of Makkah</p> <p><b>Identity:</b> My Health is my Responsibility</p>	<p><b>Divine revelation:</b> Surat Yasin - The Path to Paradise (55-68)</p> <p><b>Islamic Creed:</b> I Read</p> <p><b>Values and morals:</b> Knowledge brings Enlightenment</p> <p><b>Islamic rulings:</b> Oaths and vows</p> <p><b>Syrah:</b> Battle f Hunayn</p>
<b>Focus</b>	<p>The student shows accurate memorization of the Holy Quran recites Surat Yaseen correctly with application of Tajweed rules</p> <p>The student shows awareness and belief of the basics of faith in Allah especially when it comes to believe in Al Qadar</p> <p>The student shows understanding of the Islamic individual and group values when dealing with others</p> <p>The student shows proper knowledge of the jurisprudence and can differentiate between the kinds of the Prayers for Certain Purposes</p> <p>The student should speak about aspects from the biography of Al Shafa bint Abdullah and concludes lessons from her life</p>	<p>The student interprets the total meaning of the Surah of Yaseen and applies the rules of the Original and Subordinate Madd</p> <p>The designs a cultivating bulletin on the travelling morals and criticizes the inappropriate practices in travelling</p> <p>The student applies the rules of Omrah in assumed situations and concludes the Sharia purposes of Omrah rules</p> <p>The student summarizes the most important events occurred during (Opening of Mecca) and concludes the situations of forgiveness and tolerance through the</p>	<p>The student shows accurate understanding of the Surah and concludes from its meanings that helps to lead him to the success in the hereafter</p> <p>The student explains the value of reading in Islam and connects the reading and the building proper thinking</p> <p>The student shows understanding of the Islamic values by knowing the value of knowledge</p> <p>The student shows proper knowledge of the jurisprudence by explaining the provisions of belief and vows</p>



	The student identifies the individual role in achieving security for his/her society and nation as per the principles and rules of Islam	events occurred during its events  The student explains the relationship between the disease appearance and spread and the human behavior and explains the Islam approach in reducing the appearance of diseases and reducing their spread	The student summarizes the most important events occurred during the Battle of Hunain and concludes the situations of forgiveness and tolerance through its events
<b>Assessment</b>	<b>Short Test:</b> It will be about the two topics of the divine revelation (the Holy Qur'an) and the Islamic creed. <b>Mid-Term Exam:</b> It will be about the fields of Islamic studies: Divine revelation, Islamic Creed and the Islamic Morals and Values. <b>End of Term Exam:</b> The exam will cover all six themes of Islamic studies.		

**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 يقوم منهاج الصف الثامن على المهارات والمفاهيم التالية :  
عملية 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 وتقسيماتها من حيث النوع والقالب والتنسيق والبناء كما يميز بين كل نوع من الأنواع حيث سيقراً وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين الآراء تحليل النصوص المختلفة ويُظهر القدرة وفهمها، المقررة الطالب المواد العربية باللغة المكتوب بالكتاب وربطها القرآنية.

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

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

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

مهارة التحدث: يقدم المتعلم عرضاً تقديمياً معلوماتياً بطرائق واضحة ومنطقية، موظفاً الكلمات المناسبة للموقف معتمداً على تنوع الجملة اللغوية التي تناسب الموقف والتي تشمل: (لغة الحجة والإقناع والبرهان، واللغة المجازية)، مظهرًا فهماً للموضوع مستخدماً اللغة العربية الفصيحة المؤيدة التي تناسب الموقف .

## COURSE OVERVIEW

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

نواتج التعلّم	TERM 2A	TERM 2B
<p>يبين المتعلم 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 ذاكراً 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 أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث.</p> <p>يقارن بين الجمل والتراكيب.</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 تلي اهتمامات القراء محدداً غرضاً واضحاً 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</p> <p>يكتب المتعلم نصوصاً تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفصيل.</p>	<p>الموضوعات: "مهارة القراءة"</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 نصح 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>الموضوعات: "مهارة القراءة"</p> <p>نص معلوماتي "المزارعة ومدير الشركة"</p> <p>سيرة غيرية "فارس المعمار"</p> <p><b>اللغة والنحو:</b> الجملة والتراكيب المفعول فيه</p> <p><b>الكتابة الإبداعية:</b> النص السردى الرسالة الودية النصوص التفسيرية استجابات أدبية</p>
نواتج التعلّم	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>"الموضوعات": مهارة القراءة</p> <p>"قصة قصيرة" "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>"الموضوعات": مهارة القراءة</p> <p>"قصيدة" "أعطني الناي"</p> <p>"قصة قصيرة" "عصفور الزبير"</p> <p>"نص معلوماتي": "أقن حيواناً ألبياً"</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 of connectors, 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 in 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 with 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 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</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 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 celebrations 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 celebrations</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 a 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 a 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)</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>



Level	Term 1		Term 2		Term 3
	1A	1B	2A	2B	3A
Level 6	<p><b>Unit title: Money and Business</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. My needs and desires</li> <li>2. Labour market</li> <li>3. Various currencies</li> <li>4. Trade recently and in old</li> <li>5. E-Commerce</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Feminine and masculine</li> <li>2. Sentences using because plus adjectives</li> <li>3. Future tense</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Formulate a dialogue with the professional of your choice, explaining your appreciation to them</li> <li>2. A comparison between two professions giving the details of their jobs and which one you prefer with the reason</li> <li>3. Write an imaginative text about careers fifty years into the future</li> <li>4. Write a letter of appreciation to an important professional giving you opinion</li> </ol>	<p><b>Unit title: Buy and Sell</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Shopping list</li> <li>2. Cash or card?</li> <li>3. Markets</li> <li>4. The global village</li> <li>5. In the toy store</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Past tense</li> <li>2. The five verbs write them بشربون</li> <li>3. Increase the <sup>l</sup> after واو الجماعة</li> <li>4. Superlative</li> <li>5. Question Tools</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. To write a report about the advantages and disadvantages of electronic purchase using adjectives and expressions of opinion with superlatives</li> <li>2. Write an essay, after collecting information, to explain your favourite sections in the mall give reasons (using a graph)</li> <li>3. Write a comparison between two different popular markets explaining the similarities and differences</li> </ol>	<p><b>Unit title: Tourism</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Resident or tourist</li> <li>2. Tourist destinations</li> <li>3. Space tourism</li> </ol> <p>Grammar:</p> <p>الميزان الصرفي بشكل</p> <ol style="list-style-type: none"> <li>1. مُبَسَّط، الجملة الخبرية والجملة الإنشائية.</li> <li>2. The ordinal numbers</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a newspaper Article about a sporting, artistic or other event related to a hobby using adjectives and times</li> <li>2. Write a letter to a friend about a tourist place at UAE using adjectives and complex opinions</li> <li>3. Write a comparison between two local and international tourist places</li> <li>4. Write an imaginary text about your favourite tourist destinations</li> <li>5. Write a text imagining a trip to space explain</li> </ol>	<p><b>Unit title: Health and Safety</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Food</li> <li>2. Sports</li> <li>3. Psychological health</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Negative</li> <li>2. Command verbs</li> <li>3. Use كُل -جميع - بعض (مُعْظَم)</li> <li>4. Use (كُل يَوْم - دائما مرة في الأسبوع - مرة في الشهر</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a report On your habits regarding your health following a sequence</li> <li>2. Formulate a dialogue with a person who has a healthy lifestyle in which you highlight your lifestyle and ask for advice</li> <li>3. Write a text about the different aspects of how a person takes care of yourself</li> </ol>	<p><b>Unit title: History and Future</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Nobel prize</li> <li>2. Sports between past and present</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Simple past tense</li> <li>2. Future tense</li> </ol> <p>Writing skills:</p> <ol style="list-style-type: none"> <li>1. Write a biography about for the Nobel Prize winners</li> <li>2. Write a research about the Nobel Prize</li> <li>3. Write a report for a famous sports person</li> <li>4. Write a comparison of past and present sports using comparison tools and adjectives</li> </ol>

	Term 1		Term 2		Term 3
Level	1A	1B	2A	2B	3A
<b>Level 8</b>	<p><b>Unit title: 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: Design an introductory brochure on the most important crops grown in the UAE, their number and importance</p> <p>Create a new idea to protect the environment from waste and explain this idea</p> <p>Write essay about how to keep the environment clean</p> <p>Write a letter to the governor to complain about the pollution you have in your city</p>	<p><b>Unit title: 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: 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: 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: 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 9 students will begin by developing their knowledge and understanding of the Tudor and Stuart period in Britain 1500-1750. Students will start by exploring the personality and reign of King Henry VIII, his divorce and the "Break with Rome". They will then investigate the impact of the establishment of the Church of England and the many religious changes that took place in the 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><i>Britain 1500-1750 – What was the impact of King Henry's divorce?</i></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><i>Britain 1500-1750 – Why was there an English Civil War in the 17<sup>th</sup> Century?</i></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><i>Britain 1750-1900 – Why did Britain become "Great" in this period?</i></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 9, students will study an array of topics within Physical, Human and Environmental Geography. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them. Students will look at various global issues and look to strengthen an empathetic approach to learning that will help them assess these global issues from the viewpoints of multiple stakeholders.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	<b>Topic: Natural Hazards</b> <ul style="list-style-type: none"> <li>- What are natural hazards?</li> <li>- Structure of the earth</li> <li>- Types of Plate Boundaries</li> <li>- Earthquakes</li> <li>- Volcanoes</li> <li>- Tropical Storms</li> <li>- HIC Earthquakes</li> <li>- LIC Earthquakes</li> </ul>	<b>Topic: Skills</b> <ul style="list-style-type: none"> <li>- Types of maps</li> <li>- Map Skills</li> <li>- Interpreting Images</li> <li>- Environmental Quality</li> <li>- Grid references</li> <li>- Case Study</li> </ul>	<b>Topic: Rivers</b> <ul style="list-style-type: none"> <li>- To understand river Processes</li> <li>- Learning about river Landforms</li> <li>- The causes and effects of Flooding</li> <li>- River management</li> <li>- Analysis of hard and soft engineering</li> </ul>
<b>Assessment</b>	Structure of the earth, Parts of a volcano, effects and responses to a natural hazard	Map symbols, Nepal earthquake case study	GCSE style questions with peer assessment

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

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
<b>Content</b>	- HTML - App Inventor	- Computational thinking - Data representation and conversion	- Data bases - Lake Garda Project
<b>Key Skills</b>	- Problem solving - Programming - Maths - Sequencing - Iteration - Loops	- Binary code - Pseudo code - Recalling information - Problem solving - Group work	- Planning - Creativity - Application skills – Leaflets /business/ cards - Logo design - Organisation
<b>Assessment</b>	- Practical assessment demonstrating skills - Home learning tasks	- Written/Digital Assessment - Home learning tasks	- Practical assessment demonstrating skills - 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/>



## ART AND DESIGN

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

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

### Implementation

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

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

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p><b>Pop Art:</b></p> <p>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><b>Observational Drawing:</b></p> <p>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><b>Endangered Animals:</b></p> <p>In the final term students will look at endangered animals, and be encouraged to raise awareness by creating a series of posters designs. They will start to experiment using a wide range of mix media, and investigate and research the work of others artists as inspiration.</p>
Assessment	<p>Student books will be marked at the end of every project.</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>



## MUSIC

In Year 9, 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 9 is to build on prior musical learning from Year 8 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>Exploring Musical Composition</b></p> <p>In our first topic of Year 9 students begin to develop and refine their compositional skills developed in Year 8. Using a range of compositional briefs students work either independently or collaboratively to compose appropriate pieces of Music. Students will use a range of instruments and music technology options throughout this whole topic.</p>	<p><b>Exploring Musical Performance</b></p> <p>In our second topic of Year 9 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. Once students are confident with whole class bands, they will form smaller bands within the class and work to a performance project brief.</p>	<p><b>Exploring Styles &amp; Roles of Different Traditions</b></p> <p>In our third and final topic of Year 9 students continue to develop their understanding of 'World Music'. This topic allows students to compare the ideals of Western &amp; Non-Western Music and the purpose within the modern world. Students will have the option of a free choice project linked to our 'World Music' choice and will either complete a composition or performance project as their final piece of work for Year 9.</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 9 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. In Year 9 composition assessments will be completed at the end of a composition brief. Students will be given plenty of notice to deadlines, and be supported in class leading up to final submission of work.</p> <p>In Year 9 listening &amp; appraising assessments will take place in a more formal nature, with students completing listening and longer extended writing questions. These assessment structures will prepare students appropriately for progression onto GCSE or BTEC Music pathways at KS4.</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 pupils 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>Stage Combat – developing physical control and agility through the art of non-contact combat for stage</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>Shakespeare: 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: Antigone 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:

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



## 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.

### ENRICHMENT

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



### 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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