

## CURRICULUM HANDBOOK

**Year 7**

2025 - 2026

Nurturing  
Creativity



مدرسة جيمس متروبول الواحة  
**GEMS Metropole School**  
AL WAHA

**GEMS**  
EDUCATION



## INTRODUCTION

Dear Parents and Students,

At Metropole School Al Waha, our focus is on nurturing future leaders. Our motto, "Nurturing Leadership," highlights the importance of providing a supportive and inclusive environment for students to grow and reach their full potential. Our vision is to create a sustainable and inclusive community hub that nurtures tomorrow's leaders.

We believe in fostering an inclusive learning environment that enables our students to grow academically, socially, and emotionally. Our school offers a rich and diverse curriculum that not only focuses on academic excellence, but also emphasises the development of essential life skills, critical thinking, and creativity. We are dedicated to preparing our students for the real-world, where they are able to be independent, forward-thinking, and innovative!



We provide excellent education for students from Foundation Stage 1 to Year 10. The delivery of British curriculum subjects and the Ministry of Education subjects (Arabic, Islamic, Social Studies and Moral Education) ensures students develop a broad understanding of the local and regional heritage, learn about the language of the country and its values. The focus in the Prep School is on "Nurturing Creativity"; students are encouraged to be creative through being young entrepreneurs, being active in sport, and expressive through the performing arts.

This booklet has been produced to inform you about your child's learning at Metropole School, Al Waha during this academic year; it is intended to give a broad overview of the learning journey students will undertake. It's an important tool for developing and maintaining our partnership with you - the more information you have about how your child is learning and what they are learning, the more you are able to support and enhance their progress. We are very much committed to growing leaders, and so our curriculum has been designed to provide students with ample opportunities to develop skills and gain accreditations related to leadership. Throughout the Prep School, students will be encouraged to establish their leadership and embrace leadership opportunities.

I encourage all our students to embrace curiosity, be open to new ideas, and challenge themselves to reach their full potential. We hope that you, as parents, will support both the teaching staff and your children in this challenging but exciting journey.

Yours sincerely,

**Ms. Daniella Aschettino**  
Secondary Headteacher



## SECONDARY LEADERS



Ms. Daniella Aschettino  
Secondary Headteacher



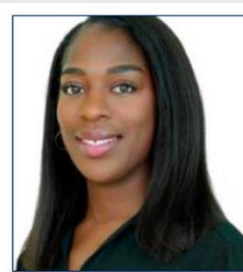
Peter Stoddart  
Deputy Headteacher



Charmaine Hale  
Assistant Headteacher



Carla Jiaquomi  
Teaching and Learning  
Lead Practitioner



Nikita Johnson  
Head of KS3  
Pastoral Care



Ciara Kirby  
Director of Sport



Amirah Ahmed  
Head of English



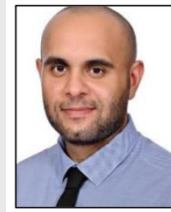
Adam Little  
Head of Maths



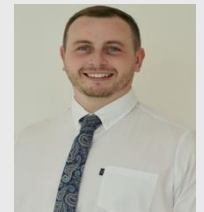
Anum Iqbal  
Head of Science



Jadene Lynch  
Head of Humanities



Abdelrahman Mohamed  
Head of MFL



Allan Longmuir  
Director of PE



Islam Ezzat  
Head of  
Islamic Studies



Mohammad Hannoush  
Head of  
Arabic A



Esraa Ismail  
Head of  
Arabic B



Christina Connell  
Head of  
Performing Arts



Stephanie Atherden  
Head of  
Literacy Coordinator



Gina Gavin  
Head of Year 7



Dominique Kingston  
Head of Year 8



Mustahsan Shah  
Head of Year 9



Nazmin Abdullah  
Head of Year 10



## STAFF LIST AND CONTACT DETAILS

Head of English	Amirah Ahmed	a.ahmed_mtw@gemsedu.com
Teaching and Learning Lead/ English	Carla Jiacoumi	c.jiacoumi1_mtw@gemsedu.com
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Mathematics	Yasin Kol	y.kol_mtw@gemsedu.com
Mathematics	Muhammad Hameed	m.hameed_mtw@gemsedu.com
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Sociology and Psychology	Saima Kauser	s.kauser_mtw@gemsedu.com
Construction and DT	Armaan Ahmed	a.ahmed_mtw@gemsedu.com
Food Technology	Natalie Seels	n.seels_mtw@gemsedu.com
Art	Sara Moustafa	s.moustafa_mtw@gemsedu.com
Drama /Head of Year 8	Dominique Kingston	d.kingston_mtw@gemsedu.com
Head of Performing Arts/Music Teacher	Christina Connell	c.connell_mtw@gemsedu.com



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French	Abdelrahman Mohamed	a.mohamed_mtw@gemsedu.com
Spanish	Sonia Coady	s.coady_mtw@gemsedu.com
Director of Sport	Ciara Kirby	c.kirby_mtw@gemsedu.com
Director of Physical Education	Allan Longmuir	a.longmuir_mtw@gemsedu.com
PE/Head of Year 9	Mustahsan Shah	m.shah_mtw@gemsedu.com
PE	Aine Lyons	a.lyons_mtw@gemsedu.com
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PE	Oisin Looney	o.looney_mtw@gemsedu.com
PE	Kyle Newton	k.newton_mtw@gemsedu.com





## WELCOME FROM THE HEAD OF YEAR 7

Dear Year 7 Parents,

I would like to take this opportunity to introduce myself as the new Head of Year 7, and welcome you and your child to secondary school at GEMS, Metropole Al Waha. The transition from primary to secondary is an exciting and important milestone, and my aim is to ensure that you and your children feel supported, settled, and inspired to make the most of the opportunities available to them.

Here at our school, we are proud to offer a wide and engaging curriculum. Students will have the chance to study a broad range of subjects, from the core subjects of English, mathematics, science, in fully equipped labs, history, and geography, to creative and practical areas such as food technology, music, and drama. This variety allows students to explore new interests, develop their skills, and discover their individual strengths.

I look forward to getting to know each of your children and work in partnership with you to support their academic progress, wellbeing, and personal growth throughout this important stage of their education. We also have a strong focus on personal development, and we offer a variety of extracurricular activities, such as the Enrichment that allows students to develop their knowledge on a range of topics and subjects that they are interested in. In addition to our academic programme, we also offer a number of support services to help students succeed through our dedicated team of pastoral care staff, including school counsellors, who are available to provide support for students in times of difficulty.

I also encourage all students to take full advantage of the opportunities available beyond the classroom. Whether it be joining one of our school sports teams, applying for student leadership roles, or getting involved in school productions and events, these experiences play a vital role in developing confidence, teamwork, and a strong sense of belonging within our school community.

I am aware you may be feeling very mixed emotions, but I do hope you and your child are excited about all the new challenges and exciting opportunities that Year 7 will bring. I want to assure you that we are here to help you and your child through this transition - we will do everything we can to make sure that your child has a positive and successful experience in Year 7.

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

Warmest Regards,

**Ms. Gina Gavin**  
Head of Year 7

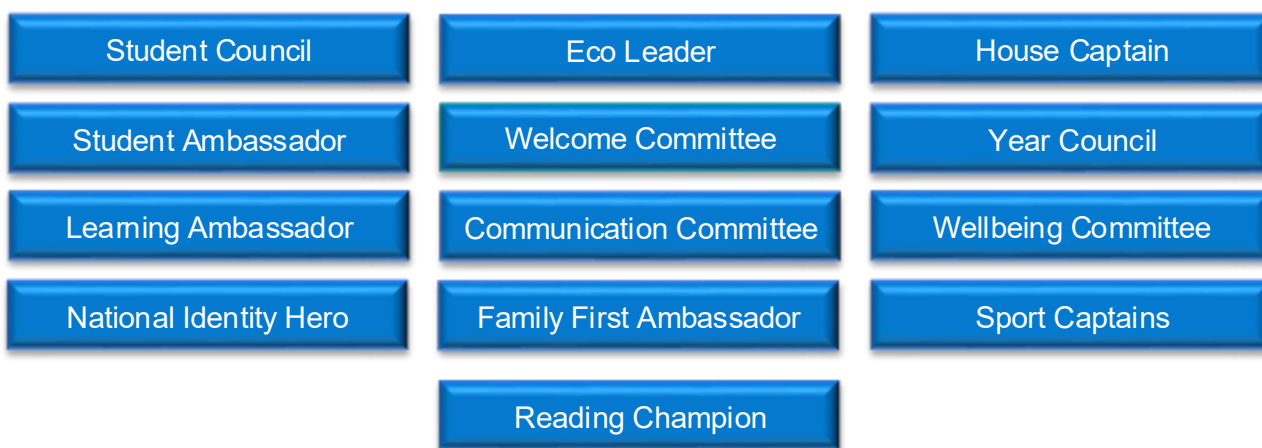




## STUDENT LEADERSHIP

Student Leadership is embedded in all aspects of MTW life, with many opportunities for students to develop leadership skills across a wide range of roles. We believe it builds confidence, resilience, and responsibility, empowering students to make a positive impact within and beyond our school. Our programme encourages students to be creative thinkers, problem solvers, and effective communicators, skills essential for lifelong learning. Leadership opportunities exist across all phases, ensuring every student can take part, regardless of age or background.

At MTW, student leaders represent and contribute to key areas such as:



**Student Council:** Acts as the voice of their peers, representing each form and ensuring student opinions help shape school life.

**Eco Leader:** Champions sustainability by leading projects that reduce waste, conserve resources, and promote eco-friendly habits across the community.

**House Captain:** Builds house spirit by motivating peers, leading events and competitions, and fostering teamwork and pride.

**Student Ambassador:** Represents MTW at events, inline with the whole-school event calendar, channels student feedback into action, and helps drive new initiatives.

**Welcome Committee:** Students in the Welcome Committee help every newcomer feel included by giving tours, answering questions, and greeting parents, carers, and guests at key events.

**Year Council:** Acts as the link between students and leadership, leading year-group discussions and working closely with the Head of Year to represent student voice.

**Learning Ambassador:** Models effective learning strategies for both primary and secondary students, shares personal techniques for success, speaks at events for parents and teachers, supports assemblies, and participates in feedback sessions to enhance learning at MTW.



## STUDENT LEADERSHIP

**Communication Committee:** Students in this committee will be responsible for capturing school life through photos, producing a student-friendly newsletter, and keeping the community updated on events and news. They also contribute to the Secondary Podcast, giving students a voice in how MTW is represented.

**Wellbeing Committee:** Students work to *promotes* positive mental, emotional, and physical health by organising activities, sharing ideas, and supporting initiatives that make MTW a safe, supportive, and inclusive environment for all.

**National Identity Hero:** Helps lead events that celebrate the culture and traditions of the UAE, including Flag Day, National Day, and other important national celebrations..

**Family First Ambassador:** Strengthens connections between home and school by supporting family events, encouraging community involvement, and promoting MTW's culture of care and togetherness.

**Sports Captain:** Supports the organisation of school-wide sports events such as interhouse competitions, Sports Week, and Dubai 30x30, encouraging participation and celebrating sporting success.

**Reading Champion:** Inspires a love of reading by recommending books, supporting younger readers, and helping to organise reading events and podcast episodes. They celebrate reading achievements and make reading engaging and fun for the whole school.

### Incorporating Student Voice

Student leadership without student voice is incomplete. At MTW, student voice is central in two key ways. First, student leaders are encouraged to speak openly with staff, sharing ideas and strategies they wish to develop. Second, our leadership programme includes a structured student voice system that ensures every student has the opportunity to be heard.

Through this approach, student leaders not only fulfil their roles but also genuinely represent the wider student body, giving their leadership credibility and purpose. In addition, Secondary school leaders host open bi-weekly lunchtime sessions where students can share feedback and suggest improvements. All students are welcome, and we encourage every member of the school to attend at least one session during the academic year.





## ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we value open communication and always welcome feedback from our parents. To ensure that comments, concerns, or questions are addressed quickly and effectively, we kindly ask that they are directed to the appropriate member of staff.

**Academic Concerns:** For any concerns regarding your child's progress, your first point of contact should be your child's Form Teacher. For broader questions about how the curriculum is organised, please contact the relevant Head of Department or your child's subject teacher.

Please see staff contact list on page 4 and 5 of this booklet.

**Pastoral Concerns:** Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year. We also have a dedicated School Counsellor available to provide specialist support for wellbeing

Pastoral Support	
Head of Year 7	Regina Gavin
Head of Year 8	Dominique Kingston
Head of Year 9	Mustahsan Shah
Head of Year 10	Nazmin Abdullah
School Counsellor	Priscilla Mathew



## CURRICULUM OVERVIEW

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

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	4	240
Physical Education	2	120
Islamic Studies (Muslim students) / Intervention (non-Muslim students)	2	120
Arabic A and B	3	180
Geography	1	60
History	1	60
French or Spanish	1	60
Entrepreneurship	1	60
ICT & Computing	1	60
Music, Drama, Art, Food Tech, Design & Technology – on rotation throughout the year	3	180
Moral, Social & Cultural Studies	1	60
Social Studies (Arab students) / Intervention (non-Arab students)	1	60



## ENGLISH

The English curriculum at Metropole Al Waha follows the UK National Curriculum for England, tailored to accommodate our international students and align with national priorities. Our rich and diverse curriculum immerses students in essential knowledge, vocabulary, and experiences relevant to today's world.

In Year 7, students will engage in four hours of English per week. These sessions will enhance their ability to communicate and understand the English language in various contexts, building upon the solid groundwork laid in Key Stage 2. Each week, one lesson will be dedicated exclusively to reading, with tasks to help a variety of skills in English.

Students will develop their analytical and evaluative abilities by examining the techniques used in a range of captivating fiction and non-fiction texts. Additionally, they will refine their writing skills, learning to articulate their ideas effectively for different purposes and audiences.

### How will students reading and writing skills be assessed?

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

#### Reading:

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

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

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

#### Writing:

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

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



## ENGLISH *continued*

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p><b>Term 1.1: Choose Kindness – Novel Study: Wonder by R J Palacio</b></p> <p>In the Year 7 novel study of <i>Wonder</i>, students will develop key reading skills while exploring the themes of overcoming hardship and achieving personal victory. Through the story of Auggie's challenges and triumphs, they will analyze how resilience and inner strength lead to success, linking back to the overarching concept of conquering adversity. This unit emphasizes comprehension, analysis, and empathy.</p> <p><b>Term 1.2: Language to Inspire – Motivational Speech Writing</b></p> <p>In the Year 7 writing unit for <i>Wonder</i>, students will focus on crafting motivational speeches, drawing inspiration from the themes of overcoming hardship and achieving victory. Through studying Auggie's journey, they will develop speeches that encourage resilience and inspire others to face challenges. This unit emphasizes persuasive language, rhetorical devices, and the power of motivation to uplift and drive change.</p>	<p><b>Term 2.1: Legends: Heroes and Stories: Reading</b></p> <p>In the Year 7 unit <i>Legends: Heroes and Stories</i>, students explore how legendary figures in literature, such as those in Shakespeare's <i>Henry V</i>, overcome great challenges to achieve victory. Through the lens of heroism, they will examine how characters face and triumph over adversity, linking to the overarching theme of overcoming hardship that guides their learning throughout the year.</p> <p><b>Term 2.2: Victorious Societies Creating: Setting Writing</b></p> <p>In the Year 7 writing term for the <i>Legends: Heroes and Stories</i> unit, students focus on creative writing by crafting vivid settings that embody the themes of victory and overcoming hardship. Drawing inspiration from their reading of <i>Henry V</i>, they will create imaginative worlds where characters triumph against adversity, reflecting the overarching concept of building victorious and resilient environments through descriptive language and sensory details.</p>	<p><b>Term 3.1: Champions of the World: Reading</b></p> <p>Students explore the biographies and autobiographies of individuals who have achieved greatness and overcome significant hardships. Through the study of various figures, students will engage with the overarching concept of resilience, exploring how personal challenges and perseverance shape success. This theme will guide their learning throughout the year.</p> <p><b>Term 3.2: Overcoming Obstacles: Recount Writing.</b></p> <p>In the Year 7 writing term for the <i>Champions of the World</i> unit, students focus on recount writing. Building on their exploration of biographies and autobiographies, they will craft personal narratives that reflect on overcoming challenges and achieving goals, drawing inspiration from the figures they've studied. The unit emphasizes creativity, voice, and structure in writing.</p>
Assessment	<p><b>Term 1.1: Thematic Analysis.</b></p> <p><b>Term 2.1: Motivational Speech</b></p>	<p><b>Term 2.1: Character Analysis.</b></p> <p><b>Term 2.1: Create a description of a victorious setting.</b></p>	<p><b>Term 3.1: Extract Analysis.</b></p> <p><b>Term 3.2: Creative Recount Writing.</b></p>

### Useful Websites:

- <https://senecalearning.com/en-GB/>
- <https://www.century.tech/>



## MATHEMATICS

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

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"><li>Sequences</li><li>Algebraic Notation and Substitution</li><li>Expressions and Equations</li><li>Place value, Ordering and Rounding</li><li>Four Operations</li><li>Averages and Range</li><li>Rounding and Estimation</li></ul>	<ul style="list-style-type: none"><li>Graphing Data</li><li>Fractions, Decimals and Percentages</li><li>Directed Number</li><li>Fractions and Percentages of Amounts</li><li>Perimeter and Area</li></ul>	<ul style="list-style-type: none"><li>Speed, Distance and Time</li><li>Properties of Number</li><li>Add and Subtraction Fractions</li><li>Angles and Polygons</li></ul>
Assessment	Written assessment at the end of term 1 covering all topics from term 1	Written assessment at the end of term 2 covering all topics studied from term 1 and 2	Assessment the end of term 2 covering all topics studied from term 1, 2 and 3.

### Useful Websites:

- <https://www.century.tech/>
- <https://sparxmaths.com/en/>
- <https://www.dr frostmaths.com/>
- [www.corbettmaths.com](http://www.corbettmaths.com)





## SCIENCE

In Year 7 Science, we follow the National Curriculum for England but tailor it to align with our school values of sustainability and nurturing leadership. The focus is on mastery through in-depth exploration of concepts in Biology, Chemistry, and Physics. Students also build a foundation of essential scientific skills to prepare for their IGCSEs. Practical work is a key component of this, as students learn to use scientific equipment through hands-on experiments and develop an understanding of health and safety in the lab. As an eco-friendly school, we integrate sustainability into the science curriculum. Students explore the impact of human activities on the environment, learn about sustainable practices, and are encouraged to engage in action-based learning. The aim of our curriculum is to prepare tomorrow's leaders —confident, creative, and independent learners.

### COURSE OVERVIEW

- Developing mastery of foundational concepts in Biology, Chemistry and Physics
- Developing practical skills including the use of scientific equipment and health and safety in the lab
- Using the scientific method to develop enquiry and investigation skills
- Promoting and participating in sustainable initiatives to reduce our environmental impact
- Nurturing leadership through project, presentation and student-led work

#### Curriculum

Ark Curriculum Plus (Science Mastery)

#### Assessment

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

### Useful Websites:

- <http://www.educationquizzes.com/ks3/science/>
- [https://www.cgpbooks.co.uk/interactive\\_ks3\\_science](https://www.cgpbooks.co.uk/interactive_ks3_science)
- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- <https://www.thenational.academy/>
- <https://senecalearning.com/en-GB/>
- [https://keystagewiki.com/index.php/Science\\_Key\\_Stage\\_3](https://keystagewiki.com/index.php/Science_Key_Stage_3)



## SCIENCE *continued*

### COURSE OVERVIEW

Content	Term 1a	Term 2a	Term 3a
	<b>Science Skills</b> <ul style="list-style-type: none"><li>Learn how to plan and carry out investigations.</li><li>Practice making observations and measuring accurately.</li><li>Record and present results clearly.</li><li>Use data to draw conclusions and evaluate methods.</li></ul>	<b>Atoms, elements and compounds</b> <ul style="list-style-type: none"><li>Describe atoms as the basic building blocks of matter.</li><li>Explain the difference between elements and compounds.</li><li>Use symbols and formulae to represent substances.</li></ul>	<b>Energy transfers</b> <ul style="list-style-type: none"><li>Describe different forms of energy and explain how energy can be transferred.</li><li>Apply the idea of conservation of energy to real-life situations.</li><li>Evaluate how energy efficiency can be improved.</li></ul>
	<b>Cells</b> <ul style="list-style-type: none"><li>Study parts of animal and plant cells and their functions.</li><li>Use microscopes to observe cells.</li><li>Learn how some cells are specialised for specific jobs.</li></ul>	<b>Gravity</b> <ul style="list-style-type: none"><li>Define gravity as a force of attraction and explain its role in orbits.</li><li>Describe how gravity gives objects weight on Earth.</li><li>Compare how mass and distance affect gravitational strength.</li></ul>	<b>Electric circuits</b> <ul style="list-style-type: none"><li>Identify components in a circuit and describe their functions.</li><li>Construct and interpret circuit diagrams using standard symbols.</li><li>Explain how current, voltage, and resistance affect circuits.</li></ul>
	Term 1b	Term 2b	Term 3b
	<b>Particles</b> <ul style="list-style-type: none"><li>Compare how particles are arranged in solids, liquids, and gases.</li><li>Understand changes of state and diffusion.</li><li>Learn the difference between physical and chemical changes.</li></ul>	<b>Interdependence</b> <ul style="list-style-type: none"><li>Describe how organisms depend on each other in ecosystems.</li><li>Explain the transfer of energy through food chains and webs.</li><li>Predict changes in populations when balance is disrupted.</li></ul>	<b>Revision for end of year assessment</b>
	<b>Forces</b> <ul style="list-style-type: none"><li>Explore types of forces such as gravity, friction, and air resistance.</li><li>Learn about balanced and unbalanced forces.</li><li>Use diagrams to show how forces act on objects.</li></ul>	<b>Mixtures</b> <ul style="list-style-type: none"><li>Define mixtures and distinguish them from pure substances.</li><li>Describe and apply methods of separating mixtures.</li><li>Explain what solutions are and factors that affect solubility.</li></ul>	<b>Project-based learning</b>
Assessment	<b>Written assessment every term</b>	<b>Written assessment every term</b>	<b>End of year assessment</b>



## PHYSICAL EDUCATION

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

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

## COURSE OVERVIEW

Throughout the year, students will rotate through the following Sports	
Content	Badminton, Fitness, Football, Netball, Rounders, Cricket, Athletics, Tennis, Volleyball, Handball, Swimming, Basketball, Strength & Conditioning.
Assessment	Formative practical assessment will take place throughout each unit of sport being studied.

### Useful Websites:

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



## ISLAMIC STUDIES A

في برنامج التربية الإسلامية لدينا، نتبع منهاج وزارة التربية والتعليم لدولة الإمارات العربية المتحدة وإطار عمل هيئة المعرفة والتنمية البشرية بحكومة دبي ونجعلها متوافقة مع توقعات وأساليب المنهاج البريطاني. يتضمن منهاج التربية الإسلامية ستة محاور، كل منها يتناول مواضيع تخص جوانب ومجالات متعددة للطلاب وحياتهم وبيئاتهم. وبيان هذه المحاور كما يلي:

1. الوحي الإلهي (القرآن الكريم والحديث الشريف)
2. العقيدة الإسلامية.
3. الأحكام الإسلامية ومقاصدها.
4. القيم والآداب الإسلامية.
5. السير النبوية والشخصيات.
6. الهوية والقضايا المعاصرة.

الهدف الرئيسي لبرنامج التربية الإسلامية هو تعزيز القيم الإسلامية المعتدلة التي تعكس الجوهر الحقيقي للإسلام الذي تتبناه دولة الإمارات العربية المتحدة. هذا النهج مرتبط ارتباطاً وثيقاً بالقيم والمفاهيم العربية الأصيلة.

## COURSE OVERVIEW

1. الوحي الإلهي (القرآن الكريم والحديث الشريف)	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
2. العقيدة الإسلامية.	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (١ - ١٢)	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (١٣ - ٢٢).	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (١٣ - ٢٢).	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (٢٣ - ٣٠). (الصبر واليقين)	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة الملك (١٤-١).	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة الملك (١٥ - ٣٠).
3. الأحكام الإسلامية ومقاصدها.	من وصايا الرسول -ص-	مواقف التسامح والرحمة والإنسانية من غزوة بدر الكبرى.	محاسبة النفس والمسؤولية.	معالم سيرة الإمام مالك واجتهاده في طلب العلم	آداب الدعاء	غزوة أحد
4. القيم والآداب الإسلامية.	حرمة المسلم.	التكافل وتطور المجتمع أركان وواجبات ومكروهات الصلاة.	من علامات الساعة (يوم القيامة) - عقيدة.	جوانب التسامح في الإسلام.	التفكير العلمي	صلاة التطوع
5. السيرة النبوية والشخصيات.		أنواع السجود وأحكامها ومقاصدها.	الإمارات في خدمة العالم.	أنواع صيام التطوع من أدلتها الشرعية		
6. الهوية والقضايا المعاصرة.						
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

## Useful Websites:

- [www.seraj-uae.com](http://www.seraj-uae.com)
- [www.youtube.com/c/One4kids-Zaky](http://www.youtube.com/c/One4kids-Zaky)
- <https://quran411.com/>
- <https://sunnah.com/>
- <https://apps.apple.com/ae/app/islamic-treasures/id1581310984>
- <https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en>



## ISLAMIC STUDIES B

In our Islamic Education program, we adhere to the Ministry of Education (MOE) curriculum and the Knowledge and Human Development Authority (KHDA) framework, aligning it with the expectations and pedagogies of the National Curriculum of the United Kingdom. The Islamic Education curriculum encompasses six themes, each addressing topics that are vital to students' interests, lives, and environments. These themes are as follows:

1. Divine Revelation (Quran & Hadith).
2. Islamic Beliefs
3. Islamic Rulings and its objectives.
4. Islamic Values and Manners.
5. Prophet's Biography & Characters.
6. Identity and Contemporary Issues.

The main aim of the Islamic Education Program is to promote moderate Islamic values that reflect the true essence of Islam as embraced by the United Arab Emirates (UAE). This approach is intricately linked to the original Arab values and concepts.

## COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
1. Divine Revelation (Quran & Hadith).	Memorization, recitation, and interpretation of the overall Meaning of the verses of Surah As-Sajda (1-12).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah As-Sajda (13-22).  Instances of Tolerance, Mercy, and Humanity from the Battle of Badr.	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah As-Sajda (13-22), (Attributes and rewards of believers).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah As-Sajda (23-30) (Patience & Certainty).	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Al-Mulk (1-14).	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Al-Mulk (15-30).
2. Islamic Beliefs						
3. Islamic Rulings and its Objectives.						
4. Islamic Values and Manners.	Recommendations of the Prophet Muhammad (PBUH).	Solidarity and the Development of Society.	Self-accountability and responsibility.	Key aspects of the life of Imam Malik and his struggle in seeking knowledge.	Etiquette of supplication (du'a).	Battle of Uhud.
5. Prophet's Biography & Characters.	The Sanctity of the Muslim.	Obligatory, voluntary, and disliked acts of the prayer.	The believer between gratitude and patience.	Aspects of tolerance in Islam.	Scientific thinking.	Voluntary prayers (Salat at-Tatawwu').
6. Identity and Contemporary Issues.	Voluntary Work.	Types of Prostration, Their Rulings, and Purposes	Signs of the Hour (Day of Judgment) - creed.  The role of the UAE in serving the world.	Types of voluntary fasting and their legal evidences.  Signs of the major Hour (Day of Judgment).		
<b>Assessment</b>	Students will be assessed twice each semester. They will undergo short tests mid-semester, and at the end of the semester, they will take an exam in Islamic Education covering the six course topics.					

## Useful Websites:

- [www.seraj-uae.com](http://www.seraj-uae.com)
- <https://sunnah.com/>
- <https://apps.apple.com/ae/app/islamic-treasures/id1581310984>
- [www.youtube.com/c/One4kids-Zaky](https://www.youtube.com/c/One4kids-Zaky)
- <https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en>
- <https://quran411.com/>





## ARABIC A

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

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

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

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

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

## COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلم
Term 1 Content	الموضوعات: "مهارة القراءة" قصيدة "حبيبي يا رسول الله" قصيدة "حلم وجهل" قصيدة "رحمة للعالمين" ندوة العمل "التطوع في الإمارات" البلاغة: الأساليب الإنشائية والخبرية التشبيه التلم الكتابة الإبداعية: كتابة النص السردى باستخدام تقنيات (الحوار، السرد، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسلة، التاريخ، المرسل إليه، المرسل التحية الافتتاحية، التحية الختامية، المرسل- التوقيع)	الموضوعات: "مهارة القراءة" - قصيدة مجد الإمارات. نص معلوماتي "كن أكثر وعيًا بغضبك" قصيدة: ثلاثة أسئلة استماع "البحارة والدب" نص معلوماتي "مكتبة محمد بن راشد" اللغة والتحو: الجملة الاسمية الجملة الفعلية المفعول المطلق تركيب العطف الكتابة الإبداعية: كتابة نصوص وصفية سردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يستنتج المعنى الإجمالي للنص الشعري، موضحة الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. يعين ركزي الجملة الاسمية ويضبطها ضبطًا صحيحًا. يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متماسك. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرًا الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن المتعلم بين النصوص الشعرية أو النثرية مع نصوص خارجية وفق المعايير يكتب نصوصًا سردية تلي اهتمامات القراء محدداً غرضًا واضحًا للكتابة مطورًا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأسلية (البسلة - التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدمًا أدلة مقنعة وأمثلة وتفاصيل.

## Useful Websites:

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



## ARABIC A

	Term 2A	Term 2B	نواتج التعلّم
Term 2 Content	الموضوعات: "مهارات القراءة"	الموضوعات: "مهارات القراءة"	يبيّن المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرًا الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدّدًا الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن بين الجمل والتراكيب. - يتعرّف المفعول فيه، ويعرّبه إعرابًا صحيحًا ويوظفه في كتاباته. - يتعرّف تقسيم الجملة بحسب أغراضها إلى خبرية وإنشائية. - يحدد الغرض من الجمل سواء أكان مباشرًا أو غير مباشر.
	قصيدة "أخلاق كريمة" قصيدة "الفقر أعرجًا" قصيدة "أوراق تضحك" استماع "نحن شركاء في المسؤولية" البلاغة: التشبيه البليغ الكتابة الإبداعية: - كتابة نص تفسيري وفق أنواعه المقارنة - المشكلة والحل - التسلسل الزمني . - كتابة تقرير بحثي	نص معلوماتي "إكسبو المعرض العلمي" السيرة الذاتية: (سرد الذات) سيرة غيرية "زايد رجل بنى أمة" اللغة والنحو: الجملة والتراكيب المفعول فيه كتابة الإبداعية: كتابة نصوص وصفية سرديّة الرسالة الودية النصوص التفسيرية استجابات أدبية	- يكتب المتعلم استجابات شخصية وأدبية على النصوص الشعرية يكتب نصوصًا سرديّة تلبي اهتمامات القراء محدّدًا غرضًا واضحًا للكتابة مطوّرًا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب المتعلم تقريرًا بحثيًا مراعيًا الخطوات والمعايير يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدّمًا أدلة مقنعة وأمثلة وتفاصيل.

	Term 3A	Term 3B	نواتج التعلّم
Term 3 Content	الموضوعات: "مهارات القراءة"	الموضوعات: "مهارات القراءة"	يبيّن المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطًا صحيحًا. - يستنتج فن الرواية ويحلل فصولها ويحدد البطل ودور الرواي في فصول الرواية يقارن بين النص الشعري ونص خارجي وفق خطوات واضحة معبرًا عن رأيه يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرًا الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدّدًا الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يتعرّف التركيب النعني ويوظفه في كتاباته. - يتعرّف ضمائر الرفع المتصلة. - يتعرّف تركيب العطف، ويوظفه في كتاباته. يكتب استجابة أدبية أو شخصية على نص شعري أو نثري متبّعًا مخططًا واضحًا وتسلسل منطقي يكتب المتعلم نصوصًا إقناعية قائمة على الحجج المنطقية والبراهين والأدلة الداعمة وفق المعايير
	قصيدة "قيمة العلم" "لويس باستور مكتشف الجراثيم" "أصدقاء وأعداء العلم لغة العالم" المشتركة: البلاغة: الأساليب الإنشائية والخبرية التشبيه التام والتشبيه البليغ (تعزيز) الكتابة الإبداعية: - كتابة نص إقناعي معتمدًا على الحجج والبراهين المنطقية والأدلة الداعمة - كتابة استجابة شخصية على النصوص الشعرية	رواية أحلام ليبل السعيدة الفصل الأول والثاني والثالث والرابع درس (ألمانيا) "ظواهر غريبة تحتاج إلى تفسير" "فارس المعمار؟" الاستماع: الخيول المحادثة: أنت صديقي اللغة والنحو: التركيب النعني ضمائر الرفع المتصلة مراجعة ومدارسة الكتابة الإبداعية: النص الإقناعي الاستجابة الأدبية والشخصية المقال الصحفي	يكتب استجابة أدبية أو شخصية على نص شعري أو نثري متبّعًا مخططًا واضحًا وتسلسل منطقي يكتب المتعلم نصوصًا إقناعية قائمة على الحجج المنطقية والبراهين والأدلة الداعمة وفق المعايير

Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.		
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## ARABIC B

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

## COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	Unit: <b>Work and Money</b>	Unit: <b>Buying and selling</b>	Unit: <b>Tourism</b>	Unit: <b>Traveling</b>	Unit: <b>Celebrations</b>	Unit: <b>My daily routine</b>
Content	<ul style="list-style-type: none"> <li>Needs and desires</li> <li>Trading in the past and now</li> </ul>	<ul style="list-style-type: none"> <li>Cash or Card</li> <li>Using ATM machine steps</li> </ul>	<ul style="list-style-type: none"> <li>tourist destination</li> <li>president or visitor</li> </ul>	<ul style="list-style-type: none"> <li>Why I travel ?</li> <li>Getting ready for the trip</li> </ul>	<ul style="list-style-type: none"> <li>Birthday new year</li> </ul>	
	<b>Grammar:</b> Exclamation style – future tense - past tense – connectives <ul style="list-style-type: none"> <li>questions tools</li> </ul> linguistic structures.	<b>Grammar: connectives</b> - linguistic structures	<b>Grammar:</b> <ul style="list-style-type: none"> <li>exclamation style</li> </ul>	<b>Grammar:</b> linguistic structures- connectives	<b>Grammar:</b> linguistic structures- connectives	<b>Grammar:</b> <ul style="list-style-type: none"> <li>connection-ordinal words</li> </ul>
	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will write about their needs and desires using different tenses ( future – past ) using opinion expressions .</li> <li>students will write a text about trading in the past and now using pas tenses – exclamation expressions</li> </ul>	Design a mind map about ATM machine - - Students will write a steps of using ATM machine	<ul style="list-style-type: none"> <li>pronouns – present, past &amp; future tenses –</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will write about their trip to Dubai – Paris using ( future – past ) using opinion expressions .</li> <li>students will comparison and they have to follow the comparison criteria</li> </ul>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will do check list including the priorities s s while traveling</li> </ul>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will write invitation letter the student will write text about their celebrations</li> </ul>	<ul style="list-style-type: none"> <li>present, past &amp; future tenses- negative form</li> </ul>
	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will write narrative text about their daily routine</li> </ul>					



## GEOGRAPHY

The Humanities subject of Geography, is taught for 1 lesson per week. Students will study an array of Physical, Human and Environmental Geography. A wide range of skills will be applied in delivering the curriculum and different pedagogical styles will be applied to allow all students to access the curriculum. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them.

**Useful Websites:** BBC Bitesize: <https://www.bbc.co.uk/bitesize> and National Geographic: <https://www.nationalgeographic.com/>,

### Course Overview (summary of topics covered in Geography):

Geography			
Term	1: The Development Gap	2: From Source to Sea: The Epic Journey of Water	3: Africa: A Continent of Contrasts
Concept	Development	Landforms and Processes (Erosion, Transportation and Deposition)	Climate, Development, Population
Content	<ul style="list-style-type: none"><li>- Defining development<ul style="list-style-type: none"><li>- Classifying development around the world</li></ul></li><li>- Development measures/indicators</li><li>- Causes of uneven development</li><li>- Consequences of uneven development</li><li>- Reducing the development gap</li></ul>	<ul style="list-style-type: none"><li>- River long and cross profile changes from source to sea</li><li>- River processes</li><li>- Coastal processes</li><li>- River landforms (waterfalls and meander)</li><li>- Coastal landforms (headlands and bays, stacks, arches and stumps)</li></ul>	<ul style="list-style-type: none"><li>- Locating Africa</li><li>- Africa's human and physical geography</li><li>- Africa's biomes (desert, savanna, rainforest)</li><li>- Africa's economy</li><li>- Natural Resources</li><li>- East Africa drought</li></ul>
Skills (Map, graph and numerical)	<ul style="list-style-type: none"><li>- Identifying OS map symbols, Atlas, scale and distance, direction, 4 and 6 figure grid references, height and relief, using a key/legend, reading a bar chart, pie chart, line graph, choropleth map, describing distribution, calculating mean, mode, range and median.</li></ul>		
Assessment	Students will be assessed on their geographical knowledge, skills and understanding each term by completing a 25-mark curriculum checkpoint.		



## HISTORY

Over the year, students explore three key eras of history that shaped England and connected it to the wider world. They begin with the Norman Conquest, examining how battles, conquest, and new systems of rule transformed society and power in 1066 and beyond. The study then moves into the medieval world, focusing on everyday life, challenges such as the Black Death and Peasants' Revolt, the growth of rights through Magna Carta, the role of religion, and England's links to global trade and ideas through the Silk Road. Finally, students investigate the Tudors, exploring how religion, monarchy, society, and exploration reshaped England during a time of Renaissance and the beginnings of empire. Together, these studies help students understand how power, people, and ideas shaped the past, and how those legacies continue to influence the world today.

### Useful Websites:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- School History: <https://schoolhistory.co.uk/>

### Course Overview:

	Term 1	Term 2	Term 3
Content	<p>1066 and Beyond: How the Normans Transformed England</p> <p>This unit traces the dramatic events of 1066 and the Norman Conquest, with the rival claims to the English throne and the battles that decided its fate.</p> <p>Students will examine how William consolidated his rule through violence, castles, and the feudal system, as well as how the Domesday Book and changes in law and order reshaped England.</p>	<p>Villages to the Silk Road: Life in the Medieval World</p> <p>This unit explores life, power, and connections in the medieval world. Students will study the lives of villagers, the social upheaval caused by the Black Death, and challenges to authority such as the Peasants' Revolt and the Magna Carta.</p> <p>They will also investigate the role of religion in the medieval world while broadening their perspective with the Silk Road, uncovering how trade, ideas, and cultures connected Europe to Asia.</p>	<p>Tudor Turmoil: Monarchs, Faith, and Society</p> <p>This unit explores the reigns of the Tudor monarchs and their impact on England. Students will learn how Henry VIII's break from Rome and the dissolution of the monasteries transformed the Church, how Edward VI and Mary I deepened religious divisions, and how Elizabeth I faced threats at home and abroad.</p> <p>They will also examine life in Elizabethan society, culture and the role of Black Tudors.</p>
Assessment	Students will complete a variety of assessments throughout the year, including project work, multiple choice knowledge quizzes and extended writing.		





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

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

In Year 7, students will develop language learning skills of listening, speaking, reading and writing by studying a broad range of topics. This varied approach will also encourage students to independently evaluate their performance in the various course elements, and it will regularly give them time to work on their identified areas for improvement allowing for personalised learning and feedback.

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

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

	Term 1	Term 2	Term 3
Content	Introducing yourself Using 'Avoir' (To have) Using "Etre" (To be) Describing yourself and others Talking about family members School subjects Likes and Dislikes Telling the time Talking about food	Talking about usage of electronic devices and Media Talking about sports you play Expressing what activities you like doing Describing where you live Giving directions Saying what you can do in a town	Using the near future tense Talking about holidays and plans Talking about getting ready to go out Talking about Jobs and what would you like to be in the future
Assessment	Reading, Speaking, Listening, Writing, Grammar		



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

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

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"><li>• Greetings and introduction</li><li>• Numbers ,days, months of the year</li><li>• Using 'Tener' (To have)</li><li>• Pets</li><li>• Describing yourself, friends and family personalities and physical traits</li><li>• Using "Ser" (To be)</li><li>• Regular present tense verbs</li><li>• The weather.</li></ul>	<ul style="list-style-type: none"><li>• Likes and dislikes</li><li>• The verb 'gustarse'.</li><li>• Describing where you live</li><li>• Buildings and shops in a city / town</li><li>• Saying what you can do in the area where you live</li><li>• Hobbies and interests</li></ul>	<ul style="list-style-type: none"><li>• House and furniture</li><li>• Creating your dream home</li><li>• Describing your bedroom</li><li>• Holidays</li><li>• To ask and answer questions about what you like to do on holidays</li><li>• A day at the beach</li><li>• How to order an ice cream at the beach</li></ul>
Assessment	Reading, Speaking, Listening, Writing, Grammar Role plays, Scrap book assignments.		

### Useful Websites:

- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- <https://www.linguee.com>

Textbook used: 'Que Pass' by EDCO publishers



## ICT

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

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	E-Safety Hardware & Software	Introduction to Binary Flowol	Kodu Games Design
Key Skills	Digital literacy Digital citizenship File management Presentation skills Collaboration	Problem solving Numeracy skills Analytical thinking Communication Algorithms	Computational thinking Creativity Programming constructs Problem solving Resilience
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

### Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>
- [https://replit.com/languages/python\\_turtle](https://replit.com/languages/python_turtle)



## ENTREPRENEURSHIP

The Entrepreneurship curriculum for Year 7 aims to equip students with foundational knowledge, skills, and attitudes necessary for entrepreneurial thinking and action. By the end of the course, students should have a better understanding of what it means to be an entrepreneur and be prepared to apply entrepreneurial concepts in their own lives and future endeavors.

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Creativity Instant Business	Possible Path World Class Designer	Business Startup
Key Skills	Financial Literacy Time Management Presentation skills Collaboration Critical Thinking	Problem solving Researching Communication Creativity Networking	Brainstorming Teamwork Marketing Business Plan Business Pitch
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

### Useful Websites:

- <https://app.senecalearning.com/courses?Price=Free>
- <https://myld.lemonadeday.org/courses/lemonade-stand-basics/>



## ART AND DESIGN

### Our main aims in the Art Dept for KS3 are:

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

### Implementation

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

## COURSE OVERVIEW

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

	Term 1	Term 2	Term 3
Content	<b>VANS Project and Typography:</b> In Term 1, students embark on an artistic journey exploring the formal elements of drawing. Through a diverse range of materials, they expand their understanding of this fundamental skill. Focusing on shading and line drawing, students cultivate their abilities and create meaningful artworks that align with the chosen theme. This process enables them to develop their artistic skills and explore their creative potential through the medium of drawing.	<b>Tone and Print Making:</b> Students are introduced to the fundamental elements of drawing and explore various materials to expand their understanding. They develop skills in shading, line drawing, and mastering correct facial proportions, all while focusing on the study of portraits. This comprehensive approach equips students with essential artistic abilities and techniques within the context of portraiture.	<b>Tile Design and Exploring Line:</b> Students will be discovering tile design and exploring line through different types of media.  This will give students the opportunity to utilise the skills they have gained over the academic year.

Assessment	<ul style="list-style-type: none"><li>• <b>Formative Assessment:</b> Ongoing teacher and peer feedback on sketchbook tasks, drawings, and idea development. Progress is monitored through class discussion and practical activities.</li><li>• <b>Summative Assessment:</b> End of unit work and supporting work are assessed at the end of each project against creativity, use of materials, and response to the theme.</li></ul>
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### Useful Websites:

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



## Performing Arts

### COURSE OVERVIEW: Music

Music in Year 7 provides students with the opportunity to develop their creativity, confidence, and collaboration through practical music-making. Lessons focus on building core skills in performance, composition, and listening, using a wide range of instruments, voices, and music technology. Students explore different musical genres and traditions, from world drumming and popular music to classical and film music, while learning how to read and understand basic notation and develop key musical vocabulary. Through ensemble work, singing, and instrumental study, students gain an appreciation of music's role in culture and community, while building the foundations for further study in the subject.

Content	Music
	<p><b>Introduction to Music; notation and Keyboards</b> Students will explore traditional notation and chords through understanding the layout and notes of the keyboard. They will learn to perform a piece to the class.</p> <p><b>African Drumming – Rhythms of the World</b> Students explore the main rhythmic musical features and devices used in African Music using Djembe drums. They work together as an ensemble and will perform together at the end of the topic.</p> <p><b>Instruments of the Orchestra.</b> Students will listen and appraise different pieces of music, identifying different genres and being more aware of instruments and their related families.</p> <p><b>Samba Grooves</b> Students explore the genre of Samba through traditional instruments and rhythms, learning how to play together in an ensemble and follow a director.</p> <p><b>Musicals through the Keyboard</b> Students learn about the genre of Musicals and explore how to play a simple melody and chords for This is Me from The Greatest Showman.</p> <p><b>Devising – Props</b> Students learn how to devise a performance using a stimulus and some teacher guidance to help develop their creativity skills.</p>
Assessment	Practical Performances and written tests – video or audio recording taken when appropriate

### Useful Websites:

- [www.soundtrap.com](http://www.soundtrap.com)
- [www.musicalfuturesonline.org](http://www.musicalfuturesonline.org)
- <https://musiclab.chromeexperiments.com/Song-Maker/>
- <https://musiclab.chromeexperiments.com/Rhythm/>
- <https://musiclab.chromeexperiments.com/Chords/>
- <http://www.musictheory.net/>
- <http://www.classicsforkids.com/>



## PERFORMING ARTS

### COURSE OVERVIEW: DRAMA

In Year 7 Drama, students are introduced to the foundations of performance, developing both confidence and creativity. They begin by exploring key drama skills and techniques through storytelling, working with fairytales before adapting them into pantomimes that involve audience participation. As they progress, students refine their physical and vocal skills to create characters effectively, before engaging with Shakespeare through *A Midsummer Night's Dream*, learning how to bring classical text to life. The study of musical theatre focuses on the world of *The Lion King*, where students explore roles and responsibilities in theatre and perform extracts from the script. Finally, students develop their devising skills by using props and stimuli to create original performances, fostering independence, imagination, and collaborative work.

Content	Drama
	<b>Introduction to Drama</b> Students will be introduced to drama skills , techniques and will develop their ability to story tell.
	<b>Fairytales and Pantomime</b> Students learn what a fairy tale is and create their own. They then adapt this into a pantomime by adding in audience participation
	<b>Physical and vocal skills</b> Students further develop their knowledge on key drama skills and how to apply them to create different characters.
	<b>A Mid-summer Nights Dream</b> Students develop their knowledge on Shakespeare and apply their knowledge to one of his plays.
	<b>Musical Theater</b> Students will learn about the different roles and responsibilities within theatre. They will focus on ' The Lion King' and perform different parts of the script.
	<b>Devising – Props</b> Students learn how to devise a performance using a stimulus and some teacher guidance to help develop their creativity skills.
Assessment	Practical Performances – video or audio recording taken when appropriate

### 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/>





## Design & Technology

Students in Year 7 will have half a term in Design & Technology (6 hours). The majority of lessons for the 6-hour block will be practical, focusing on an exciting project that will allow students to craft their own product which they can bring home! They will be making use of machinery available in the workshop and will also build on their skills with hand tools, drawing and more!

### COURSE OVERVIEW

<b>Content</b>	<p><b>Health &amp; Safety and Workshop Introduction</b> Students will be introduced to the subject, the correct Health &amp; Safety rules and the equipment of the workshop</p> <p><b>Project Planning</b> Students will learn of their project, and will have an opportunity to plan their design</p> <p><b>'Pencil Box' project</b> Students will be tasked with creating a personalised pencil box! This will introduce them to woodworking and equip them with the necessary knowledge of hand-tools, different types of wood, and sanding techniques</p> <p><b>Project evaluation</b> Students will take a lesson to peer-assess and self-assess their projects. They will reflect on the strengths and weaknesses. This will contribute to their assessment</p> <p><b>Project feedback</b> Students will receive DIRT structured feedback on their project, allowing them to reflect on their progress over the rotation.</p> <p><b>Formative Assessment</b> Students will be tested on the theory knowledge that they've gained during their practical time.</p>
<b>Assessment</b>	<p>Summative: Project-based: Students will work towards a final product, which will be assessed on quality, use of skills and evaluation.</p> <p>Formative: Theory-based exam style questions.</p> <p>DIRT feedback to be utilised in lesson.</p>



## FOOD TECHNOLOGY

In Year 7, students begin their food journey by learning the basics of working safely in the kitchen. They are introduced to good hygiene habits, classroom routines, and safe use of equipment. Lessons also explore the Eatwell Guide and the main food groups, helping students to understand what makes up a balanced diet. Practical work is kept simple but engaging, with an emphasis on building confidence and enjoyment. By the end of the course, students should feel comfortable handling equipment safely, following simple recipes, and starting to see how food choices affect their health.

### COURSE OVERVIEW

Food Technology Year 7	
Content	Health and safety in the food room. The Eatwell Guide and food groups. What a balanced diet looks like.
Key Skills	Knife skills (bridge and claw). Using the hob safely. Using the oven confidently. The rubbing-in method.
Assessment	A short multiple-choice quiz on safety and healthy eating. A practical task where students show they can follow instructions and apply their new skills

### Useful Websites:

- <https://www.foodafactoflife.org.uk>
- <https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units>
- <https://lovefoodlovescience.org>



## ADDITIONAL CURRICULUM INFORMATION

### EXTRA-CURRICULAR ACTIVITIES

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

The Metropole Mavericks is our MTWs competitive PE squads. Mavericks Squads will compete in the DASSA leagues against secondary schools across Dubai. The trials for these squads will take place during the initial weeks of each term, offering students the opportunity to demonstrate their skills and dedication. Selected participants will then be invited to attend after-school trainings before the competitions begin. For secondary students, the Mavericks Squads are as follows; boys and girls football, girls netball, cricket, boys and girls basketball and swimming.

For detailed information about the Metropole Mavericks squads, as well as ECAs please visit the "PE and Mavericks" section on the parent portal to view the Mavericks Brochure 25/26

### MSC (Moral, Social & Cultural Studies)

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

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

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



## ADDITIONAL CURRICULUM INFORMATION *continued*



### Wellbeing

Wellbeing is at the heart of education at Metropole. Supporting mental, emotional, and physical health helps students shine brighter in their learning and everyday lives. We encourage all learners to 'Be a GEM' and nurture wellbeing through:

**Mental Health Education:** Embedding awareness of mental health, resilience, and emotional intelligence across lessons enables students to recognise and manage their feelings. Mindfulness activities, relaxation strategies, and guided breathing support them in developing practical ways to deal with stress and anxiety.

**Counseling Services:** Providing access to our school counselors allows students to seek help and guidance when needed.

**Physical Activities:** Encouraging participation in physical activities, sports, and exercise helps students maintain physical health and reduces stress.

**Positive School Environment:** Creating a supportive and inclusive school culture where students feel safe, valued, and respected promotes overall wellbeing.

**Physical Activities:** Encouraging participation in physical activities, sports, and exercise helps students maintain physical health and reduces stress.

**Positive School Environment:** A safe, inclusive culture where students feel valued, respected, and part of "One Team" ensures they can thrive. Our "Be a GEM" values of Care, Always Learning, Excellence, and One Team underpin every aspect of this supportive environment

### Core Intervention

Core intervention programmes are designed to provide additional support to students who may need extra help in subjects such as English, Maths and Science. These programmes aim to close learning gaps, reinforce foundational skills, and ensure that all students have the opportunity to succeed academically.

Core intervention takes place for our non-Muslim students whilst our Muslim students attend their Islamic lessons. The lessons will include:

**Small Group Tutoring:** Organising small group sessions with a specialist teacher to provide personalised attention and support, making it easier for students to ask questions and engage in interactive learning.

**Homework Help:** Providing designated time and resources for homework assistance helps students complete assignments effectively and reinforces their understanding of the material.

All of these sessions are planned by the Heads of department.



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