



CURRICULUM HANDBOOK Year 8

2025 - 2026

Nurturing
Creativity



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA





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



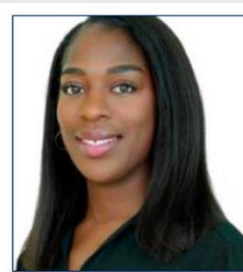
Peter Stoddart
Deputy Headteacher



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



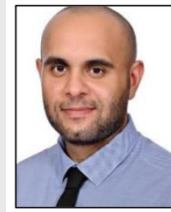
Adam Little
Head of Maths



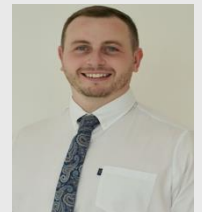
Anum Iqbal
Head of Science



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
English/ Media Studies	Stephanie Atherden	s.paul_mtw@gemsedu.com
English	Rhiann Bannister	r.bannister_mtw@gemsedu.com
English	Nicole Price	n.price_mtw@gemsedu.com
English	Gina Gavin	hoy7_mtw@Gemsedu.com
Head of Science	Anum Iqbal	a.iqbal_mtw@gemsedu.com
Science/Head of Year 10	Nazmin Abdullah	n.abdullah_mtw@gemsedu.com
Science	Sanjinthini Yogenthiran	s.yogenthiran_mtw@gemsedu.com
Science	Victoria Richards	v.richards_mtw@gemsedu.com
Science	Mariah Bakali	m.bakali_mtw@gemsedu.com
Head of Mathematics / Engineering teacher	Adam Little	a.little_mtw@gemsedu.com
Mathematics	Hanan Hussain	h.hussain_mtw@gemsedu.com
Mathematics	Yasin Kol	y.kol_mtw@gemsedu.com
Mathematics	Muhammad Hameed	m.hameed_mtw@gemsedu.com
Head of Humanities/Geography teacher	Jadene Lynch	j.lynch_mtw@gemsedu.com
History	Sophie Smyth	s.smyth_mtw@gemsedu.com
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



STAFF LIST AND CONTACT DETAILS

Business Studies/ Economics	Jacque Obeng	j.obeng_mtw@gemsedu.com
Information Technology	Jeffrey Brew	j.brew_mtw@gemsedu.com
Entrepreneurship	Imogen Thomas	i.thomas_mtw@gemsedu.com
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 PE	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
PE	Adele Baillie	a.baillie_mtw@gemsedu.com
PE	Lucy Mullen	l.mullen_mtw@gemsedu.com
PE	Megan Robertson	m.robertson_mtw@gemsedu.com
PE	Lucy Hosking-Franks	l.hoskingfranks_mtw@gemsedu.com
PE	Shaun Devlin	s.devlin_mtw@gemsedu.com
PE	Oisin Looney	o.looney_mtw@gemsedu.com
PE	Kyle Newton	k.newton_mtw@gemsedu.com



WELCOME FROM THE HEAD OF YEAR 8

Dear Year 8,

We are delighted to welcome both our returning and new students to MTW as you begin Year 8. At MTW, we are dedicated to providing a positive and inclusive learning environment—one that celebrates diversity, nurtures curiosity, and encourages critical thinking and active engagement. As Year 8 students, you will have the opportunity to explore a wide range of subjects, deepen your passions, and build confidently on the foundations laid in Year 7.

This year, you will take part in a variety of academic, enrichment, and co-curricular experiences designed to strengthen your skills, broaden your horizons, and instill resilience, respect, kindness, and teamwork. From sports, Performing Arts, Maverick Squads, and ECA clubs, to leadership opportunities, entrepreneurial projects, and community initiatives—you'll discover new talents, grow your confidence, and create lasting memories and friendships.

As you move through Year 8, I encourage you to approach each challenge with optimism, treat setbacks as steppingstones for growth, and aim for excellence in everything you do. Remember, guidance and support are always available—never hesitate to ask.

Embrace every new experience with a growth mindset. Take risks in your learning, whether that's trying something unfamiliar, entering competitions, or volunteering in class. Approach residential trips and excursions with a spirit of adventure, strengthening teamwork and building new friendships along the way.

Treasure the friendships you form, the opportunities you seize, and the memories you make. Be an active participant in your own journey. Once again, a warm welcome to you all.

I look forward to the year ahead. Enjoy every moment, look out for one another, and know that I am excited to work with each of you.

Yours sincerely,

Dominique Kingston

Head of Year 8

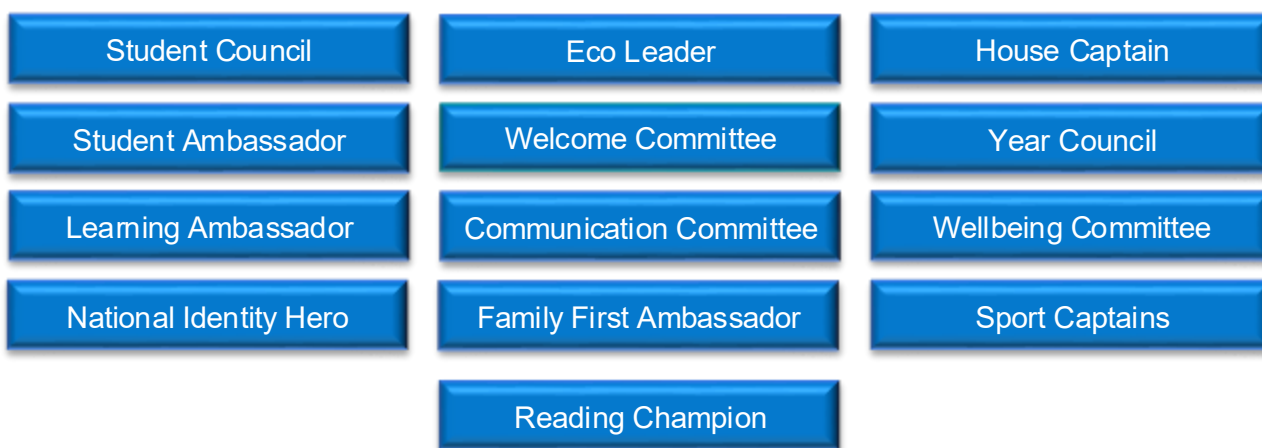




STUDENT LEADERSHIP

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 8 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.

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

Students will hone their analytical and evaluative skills, exploring writer's craft through a variety of engaging and increasingly challenging texts ranging from classic literature 'Alice in Wonderland' to voyages and Adventure; a range of non fiction texts. They will also further develop their skills as writers, honing their ability to craft ideas for a wide range of purposes and audiences.

How will students reading and writing skills be assessed?

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

Reading:

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

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

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

Writing:

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

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



ENGLISH *continued*

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Term 1.1: Where can adventure take you? Voyages and Adventure</p> <p>In this unit, students will explore travel writing from explorers and astronauts, analyzing their journeys and discoveries while connecting to the overarching concept of exploring other world sand adventure.</p> <p>Term 1.2: Experience Through Language: Blog Writing</p> <p>In this writing unit, students will focus on creating engaging blog posts that reflect their understanding of exploration and adventure. They will learn to craft personal narratives and share insights on travel, discoveries, and the thrill of venturing into the unknown. Through this process, students will connect their writing to the overarching concept of exploring other worlds and experiences.</p>	<p>Term 2.1: Dreams and Imagination: Novel Study: Alice in Wonderland.</p> <p>In this reading unit focused on <i>Alice in Wonderland</i> by Lewis Carroll, students will explore the themes of dreams and imagination. Through key reading skills such as comprehension, inference, and analysis, they will examine Alice's journey through a fantastical world, analyzing how dreams and imagination shape her experience. This unit encourages students to reflect on how stories can unlock new perspectives and challenge the boundaries of reality.</p> <p>Term 2.2: Bringing Imagination to life: Creating Imaginative Characters</p> <p>In this writing unit centered on <i>Alice in Wonderland</i>, students will focus on character creation, inspired by the novel's whimsical and unique figures. They will develop their own characters, exploring their backgrounds, motivations, and emotional traits. Through this process, students will enhance their imagination and writing skills, connecting to the theme of creating characters from fantastical worlds and deepening their understanding of narrative creativity.</p>	<p>Term 3.1: Power of Culture and Identity through Poetry</p> <p>In this reading unit on Culture and Identity through Poetry, students will explore diverse poetic voices from various cultures and countries. They will analyze how language shapes identity and reflects cultural experiences, connecting their insights to the overarching concept of exploring other worlds. Through discussions and activities, students will deepen their understanding of how poetry captures the essence of different identities and perspectives.</p> <p>Term 3.2: Power of Form: Creating Poetry</p> <p>In this writing unit, students will explore the different foms of poetry and create their own using their own culture and heritage to create worlds intheir writing. Students will focus on their craftsmanship and using their creative voice to present worlds that are important to them.</p>
Assessment	<p>Term 1.1: Extract Analysis</p> <p>Term 2.1: : Creative Blog Writing.</p>	<p>Term 2.1: Setting Analysis.</p> <p>Term 2.1: Creative character description.</p>	<p>Term 3.1: Poem Analysis.</p> <p>Term 3.2: Create an original poem.</p>

Useful Websites:

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



MATHS

In Year 8, 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 8 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">RatioProportion and ScaleAlgebraic ManipulationCoordinates and GraphsMultiply and Divide FractionsSymmetry and Reflection	<ul style="list-style-type: none">Area, Volume and DensityEquations and InequalitiesPercentagesIndicesStandard FormInterpret and Represent Data	<ul style="list-style-type: none">Angles in parallel lines and polygonsTables and ProbabilityCirclesGraphs and ChartsSequences
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 at 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



SCIENCE

In Year 8 Science, we continue to follow the National Curriculum for England and build on the foundational concepts learned in Year 7, while continuing to integrate sustainability and opportunities for student leadership. Students will study a wide range of engaging, real-world concepts in Biology, Chemistry, and Physics, ranging from food and nutrition to the periodic table and earth and space. They will continue to develop their practical and enquiry skills through hands-on experiments, building on foundational scientific skills to prepare for their IGCSEs. Sustainability remains a key focus, with students encouraged to engage in action-based learning. Our curriculum's aim continues to be preparing tomorrow's leaders—confident, creative, and independent learners.

COURSE OVERVIEW

- Developing mastery of real-world concepts in Biology, Chemistry and Physics
- Building on foundational scientific 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 half term there will be a cumulative assessment to prepare students to recall with ease. Assessment will be followed by a feedforward lesson to address misunderstanding and misconceptions. There is ongoing formative assessment throughout lessons and assessed tasks.

Useful Websites:

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



SCIENCE *continued*

COURSE OVERVIEW

Content	Term 1a	Term 2a	Term 3a
	Tissues and organs <ul style="list-style-type: none">Describe how cells group together to form tissues and organs.Explain the functions of major organs in the human body.Analyse how organ systems work together to keep organisms alive.	Changing substances <ul style="list-style-type: none">Describe physical and chemical changes in substances.Explain how to identify evidence of chemical reactions.Compare reversible and irreversible changes.	Electric circuits <ul style="list-style-type: none">Identify circuit components and describe their roles.Construct and interpret circuit diagrams using symbols.Explain how current, voltage, and resistance interact.
	Acids and alkalis <ul style="list-style-type: none">Identify common acids, alkalis, and indicators.Explain the pH scale and what it shows about strength.Apply neutralisation reactions to everyday examples.	Magnetism <ul style="list-style-type: none">Identify magnetic materials and describe magnetic fields.Explain how magnets interact with each other and with materials.Apply the concept of electromagnets to real-life uses.	Nutrition <ul style="list-style-type: none">Describe the main food groups and their functions.Explain the importance of a balanced diet for health.Analyse the effects of deficiencies and excesses in diet.
	Term 1b	Term 2b	Term 3b
	Movement and pressure <ul style="list-style-type: none">Describe how forces cause movement and deformation.Explain how pressure works in solids, liquids, and gases.Calculate pressure in different situations and predict effects.	Life diversity <ul style="list-style-type: none">Classify living organisms into groups based on characteristics.Explain how adaptations support survival in different habitats.Evaluate the importance of biodiversity in ecosystems.	Light <ul style="list-style-type: none">Describe how light travels and explain reflection and refraction.Investigate how lenses and prisms change light rays.Explain how the eye detects light and allows vision.
	Respiration and photosynthesis <ul style="list-style-type: none">Compare respiration and photosynthesis as chemical processes.Explain how respiration releases energy for cells.Describe how photosynthesis produces glucose and oxygen in plants.	Earth systems <ul style="list-style-type: none">Describe the structure of the Earth and its main layers.Explain key processes such as the rock cycle and plate tectonics.Analyse how Earth systems interact to shape the planet.	Revision for end of year assessment and project-based learning
Assessment	Written assessment every half term	Written assessment every half term	End of year assessment



PHYSICAL EDUCATION

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

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

In line with the GEMS Metropole Prep School vision, Physical Education and Sport is embedding 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 all students will rotate through the following Sports	
Content	Football, Netball, Cricket, Athletics, Swimming, Basketball, Fitness and the body/Strength and Conditioning, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis.
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 لأيات سورة ق (١ - ١١)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق (١١ - ١٥).	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق (١٦ - ٣٠) الخلاق العليم.	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق (١٦ - ٣٠) الخلاق العليم.	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة الرحمن (١ - ١٥).	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة الرحمن (١٦ - ٣٠).
3. الأحكام الإسلامية ومقاصدها.	تحت ظل الرحمن.	غزوة الأحزاب	التوبة	معالم سيرة الإمام أبو حنيفة وأثره في الفقه الإسلامي.	الدين يسر	التعايش
4. القيم والآداب الإسلامية.	أدلة وحدانية الله تعالى.	صلاة المسافرين والمريض	كفالة اليتيم	العمل عبادة	التواضع	الحضارة العربية والإسلامية
5. السيرة النبوية والشخصيات.	مراقبة الله تعالى.	التيمم والمسح على الخفين.	صلاة التطوع - صلاة الليل والضحي.	(مشكلة الفقر في العامل الإسلامي) - الربط بأهداف اليونسكو للتنمية المستدامة.	التفكير في الإسلام	
6. الهوية والقضايا المعاصرة.	سنن الفطرة.	الغسل	مشروع غزوات الرسول كلها دفاعية.			
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
- 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 Qaaf (1-11).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (11-15).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (16 - 30), ((Allah the Absolute creator and the All-Knowing.))	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (16 - 30), ((Allah the Absolute creator and the All-Knowing.))	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Al-Rahman (1-15).	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Al-Rahman (16-30).
2. Islamic Beliefs	Under the Shade of Allah.	The Battle of the Confederates (Al Ahzab).	Repentance.	Key aspects of the life of Imam Abu Hanifah and his impact on the Islamic Law.	The Religion is ease.	Coexistence among people.
3. Islamic Rulings and its Objectives.	The Evidences of the Oneness of Allah.	Tayammum (Dry Ablution) and Wiping over Khuff (Thick Socks)	Taking care of the orphans.	Work is an act of Worship.	Humbleness.	The Arab and Islamic Civilization.
4. Islamic Values and Manners.	Sunan Al-Fitrah (Natural acts of Cleanliness)	Ghusul (Full Islamic Shower)	Voluntary Prayer (the Night & Duha prayers)	(PROJECT): Poverty in the Muslim World - Linked to UNESCO SDGs.	Thinking in Islam.	
5. Prophet's Biography & Characters.	Observance of Allah.		(PROJECT): Prophet's battles were all defensive.			
6. Identity and Contemporary Issues.						
Assessment	Students will be assessed twice each term. They will undergo short tests mid-term, 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
- <https://sunnah.com/>
- <https://apps.apple.com/ae/app/islamic-treasures/id1581310984>
- <https://quran411.com/>
- <https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en>



ARABIC A

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

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

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

المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه، والأغراض البلاغية للجمال الإنشائية والخبرية،) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (علامات إعراب الاسم الأصلية والفرعية، العدد والمعدود، إعراب المثنى وجمع المذكر السالم والأسماء الخمسة)

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

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

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: قصيدة (لامية الطغراني) قصة (الضحك آخر الليل نص معلوماتي (تاريخ التدفئة) الموضوعات: "مهارة التحدث والاستماع" الاستماع: "قمة في حجم بيضة" المحادثة: تقديم عرض حول الأسواق. اللغة (النحو والبلاغة): علامات إعراب الاسم الأصلية والفرعية الأغراض البلاغية للجمال	الموضوعات: "مهارة القراءة" قصيدة "قوة العلم أسواق شعبية من العالم (نص معلوماتي) مرض الورق (قصة) قصيدة (إشراقه وطن) الموضوعات: "مهارة التحدث والاستماع" نص استماع: "عالم الطباعة بين القديم والحديث المحادثة: العمل التطوعي اللغة (النحو والبلاغة): الجملة والتركيب إعراب المثنى وجمع المذكر السالم الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام).	يُبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه. - يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يتميز به كل نوع. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). - يفسر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). - يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يُبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلًا أو أكثر. - يقارن المتعلم بين نصين شعريين وفق المعايير ملتزمًا باللغة العربية الفصحى . - يستنتج علامات إعراب الاسم الأصلية والفرعية في الجملة الاسمية والفعلية. - يستنتج الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام). يقارن المتعلم بين الجملة والتركيب. يتعرف المتعلم إعراب المثنى وجمع المذكر السالم. يتعرف المتعلم التشبيه التام وينتججه في جمل من إنشائه. يكتب سيرة غريبة أو ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف (فيزيائي مادي)، وصف الخلفية، المقارنة بين الشخصيات. - يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناوّلها مقدمًا أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتلملًا في أبعاد النص منطقيًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
	الكتابة الإبداعية: السيرة الذاتية النص السردى (وصف الشخصية) النص التفسيري الاستجابة الأدبية النص الإقناعي	الكتابة الإبداعية: الاستجابة الأدبية النص التفسيري النص الإقناعي	



ARABIC A *continued*

Term 2 Content	Term 2A	Term 2B	نواتج التعلم
	الموضوعات: "مهارات القراءة" شعر: أمل وتفاؤل قصة (القول ما قال حذام) الموضوعات: "مهارات التحدث والاستماع" الاستماع: أكلت يوم أكل الثور الأبيض. محادثة: الأمثال بين الحكمة والقصة. اللغة (النحو والبلاغة): العدد والمعدود التشبيه البليغ تعزيز " الكتابة الإبداعية: النص التفسيري النص السردي	الموضوعات: "مهارات القراءة" نص معلوماتي : طائر القطا" النص الأدبي" عصفور السيدة بيرونيه" قصيدة: " أعطني الناي" الموضوعات: "مهارات التحدث والاستماع" الاستماع: ماذا لو عادت البراكين العظيمة لتتنشط؟ التشبيه المجلد والمفصل (البلاغة العربية) محادثة: حيوانات مهددة بالانقراض. اللغة (النحو والبلاغة): ضمائر النصب المتصلة. الأساليب الإنشائية الحال المفعول له" الكتابة الإبداعية: مقارنة بين أمثال الشعوب (نص تفسيري	- يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. - يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. - يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب. - يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. - يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من (1-10) مراعيًا أحوالهما في التوظيف. حدد التشبيه المجلد والمفصل، موضعاً مواطن الجمال، وينتجها في جمل من إنشائه. يستنتج ضمائر النصب المتصلة ويوظفها في جمل من إبداعه. يستنتج المتعلم الأغراض البلاغية للأسلوب الإنشائي (الأمر، النهي، الاستفهام). يحدد المتعلم الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. يستنبط المفعول له، ويعربه إعراباً صحيحاً، ويوظفه في كتاباته. يكتب المتعلم نصوصاً سرديّة تتضمن حبكة، وإطاراً زمانياً ومكانياً، مختاراً وجهة نظر مناسبة للقصة، مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار والسردي والوصف) - يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيراً وتلملاً في أبعاد النص منظماً تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب نصوصاً إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.



ARABIC A *continued*

	Term 3A	Term 3B	نواتج التعلّم
Term 3 Content	الموضوعات: "مهارات القراءة" النص الأدبي (رسالة إلى أمي) ماذا تعرف عن الصحراء؟ الموضوعات: "مهارات التحدث والاستماع" استماع: الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعدود الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري إعراب المثنى وجمع المذكر السالم والأسماء الخمسة (تعزيز) المفعول له تعزيز الكتابة الإبداعية: النص الإقناعي نصاً سردياً.	الموضوعات: "مهارات القراءة" - الفصل الأول من رواية أحلام لييل السعيدة. الفصل الثاني من رواية أحلام لييل السعيدة. الفصل الثالث من رواية أحلام لييل السعيدة. الفصل الرابع من رواية أحلام لييل السعيدة. الموضوعات: "مهارات التحدث والاستماع" استماع: السراب محادثة: ما المكان الأفضل للحيوانات؟ الأقفاص أم الطبيعة؟ اللغة (النحو والبلاغة): ضمائر النصب المتصلة. التشبيه المجل والمؤكد المبني للمجهول نائب الفاعل تعزيز المفعول له الكتابة الإبداعية: ورقة بحثية الكتابة الوظيفية استجابة أدبية لشخصية	يبين المعنى الإجمالي للنص، موضحاً الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. يحلل المتعلم الرواية إلى عناصرها، مبيّناً كيف رتب المؤلف أحداثها مثل: (استخدام الحكايات المتوازية، والتلاعب في الزمن وزيادة سرعة الأحداث.....) يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. بحل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب. يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من 1-10 مراعي أحوالهما في التوظيف. يتعرف التشبيه التام وينتج في جمل من إنشائه. يتعرف المتعلم الفعل المبني للمجهول والمبني للمعلوم يوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمانياً ومكانياً، مختاراً وجهة نظر مناسبة للقصة، مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرها في قراءته تفسيراً وتاملاً في أبعاد النص منظماً تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب ورقة بحثية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
	Assessment	يتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في نهاية كل فصل دراسي سيجري الطلبة اختباراً يقيس مستوى الطلبة في المهارات اللغوية الأربع.	



ARABIC B

In Year 8, Arabic B updated curriculum aims to cover different levels to meet the student's needs, in this Year/ Level; the curriculum focusses on emotional and social cases, or global cases, students will learn and apply their learning developing their 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 different types of texts applying new grammar concepts.

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	Unit: Tolerance and Coexistence <ul style="list-style-type: none"> no bullying tolerance my strange friend Grammar: <ul style="list-style-type: none"> صيغ المبالغة (التفضيل - صيغ المبالغة - التعجب) Writing Skills: <ul style="list-style-type: none"> students will write about the reasons and the impact of bullying, also they will create posters for no bullying signs to distribute it inside school and out. students will write about the value of tolerance in our life and how it reflects in the society. students will write about coexistence in UAE, how it make all of us living in great community. 	Unit: Emotions <ul style="list-style-type: none"> happiness anger the hunger Grammar: <ul style="list-style-type: none"> exclamation style pronouns connection present, past, future tenses negative Writing Skills: <ul style="list-style-type: none"> Rewrite a biography of someone. Writing a text about how we can make people around us happy. Write a paragraph about what I feel about myself if I am an optimistic person or pessimistic and why? Write a recipe about a plate or a dish you like. Write a text, how parents react toward their kid's behavior and how they deal with their anger. 	Unit: The Environment <ul style="list-style-type: none"> forest environment protection Grammar: <ul style="list-style-type: none"> الحملة الاسمية والفعلية الفعل الماضي أدوات الربط (لأن - كن - كذلك - بينما) Writing Skills: <ul style="list-style-type: none"> Write a paragraph describing the importance of forests Causes of pollution and how to protect the environment. 	Unit: Environment and Technology <ul style="list-style-type: none"> power resources Emirates Mars mission Grammar: <ul style="list-style-type: none"> present, past, future tenses singular, dual, plural exclamation style Writing Skills: <ul style="list-style-type: none"> students will write about using technology to safe our environment. students will write about Emirates Mars Mission. 	Unit: Proud of my country <ul style="list-style-type: none"> roles models in my life volunteering Grammar: <ul style="list-style-type: none"> the connected pronouns (الضمائر المتصلة) Writing Skills: <ul style="list-style-type: none"> Write a paragraph about his role model Comparison between good and bad role model write about a real experience in volunteering, and the impact of that on the student and on the society. 	Unit: Advertising and Economics <ul style="list-style-type: none"> advertising food and drinks clothing Grammar: <ul style="list-style-type: none"> أسلوب النفي أدوات الاستفهام أدوات الاستفهام Writing Skills: <ul style="list-style-type: none"> Designing a specific ad in a way that leads people to read and pay attention to it. Writing a topic about diet for health. Compare clothes in your country and in the Emirates Describe the appropriate work clothes from your point of view, explaining the reason for your selection
Assessment	The students will be assessed at the end of each unit, and will have an end of term Assessment.					



HISTORY

Over the year, students explore how different societies developed, connected, and changed the world. They begin with the Islamic Golden Age, discovering how advances in medicine, mathematics, astronomy, trade, art, and learning made the Islamic world a centre of culture and knowledge, and how it compared with Europe at the time. The focus then shifts to the British Empire, examining its expansion, trade networks, and the impact of colonial rule on India, Africa, and the Gulf, including resistance and rebellion, the consequences of the slave trade, and how empire shaped both Britain and the wider world. Finally, students investigate the Industrial Revolution, exploring the inventions, transport, and urbanisation that transformed society, the harsh realities of factory life and public health crises, the role of reformers, and the wider impact on global trade and migration. Together, these studies show how innovation, power, and empire shaped past societies, leaving legacies that continue to influence our 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>The Islamic Golden Age: A World of Knowledge and Innovation</p> <p>This unit explores the achievements and legacy of the Islamic Golden Age, a period of remarkable progress between the 8th and 13th centuries.</p> <p>Students will investigate advances in medicine, mathematics, astronomy, art, and architecture, as well as the importance of trade, culture, and learning centres such as Baghdad and Cordoba. They will uncover how ideas spread, knowledge flourished, and innovations shaped both the world.</p>	<p>An Empire on Which the Sun Never Set</p> <p>This unit examines the rise, expansion, and global influence of the British Empire, exploring how it shaped both Britain and its colonies. Students will study trade networks, and the human cost of empire through slavery, resistance, and rebellion.</p> <p>They will also investigate the impact of empire on Britain's wealth and industry, experiences of colonial life across regions such as India and the Gulf, and debates over how the Empire should be remembered today.</p>	<p>From Steam to Cities: The Age of Industry</p> <p>This unit investigates the Industrial Revolution and its effects on Britain and the wider world. Students will explore key inventions and innovations in industry and transport, the rapid growth of cities, and the challenges of factory life and public health.</p> <p>Through case studies such as Manchester and the work of reformers, they will examine how industrialisation transformed society, trade, and migration, leaving a legacy that continues to shape the modern world.</p>
Assessment	Students will complete a variety of assessments throughout the year, including project work, multiple choice knowledge quizzes and extended writing.		



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: Our Restless Earth	2: Asia: A Continent of Growth	3: Our Frozen Planet
Concept	Natural Hazards (tectonic)	Development and Globalisation, Migration and Population	Pressure, Development, Landforms and Processes (Erosion, Transportation and Deposition), Sustainability
Content	<ul style="list-style-type: none">- Plate Tectonic Theory- Plate Margins- Earthquake effects, responses and measurement- Case Study Examples<ul style="list-style-type: none">- Tsunamis- Volcanic Eruptions	<ul style="list-style-type: none">- Locating Asia- Asia's human and physical geography- Asia's Newly Emerging Economies- Asia's rapid population growth- China and India	<ul style="list-style-type: none">- Cold environments physical characteristics- Global distribution of cold environments<ul style="list-style-type: none">- Russia- Glacial processes and landforms
Skills (Map, graph and numerical)	<ul style="list-style-type: none">- 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.		
Assessment	Students will be assessed on their geographical knowledge, skills and understanding each term by completing a 25-mark curriculum checkpoint.		



FRENCH

In Year 8, students study French, as a continuation of their Year 7 and Primary School learning (if they have been at MTW previously).

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	Using present tense with regular verbs Expressing opinions Talking about Tv shows and films Using the future tense Talking about your future holidays Talking about clothes and fashion Describing your hobbies and free time activities	Talking about friends, personalities and relationships Adjectival agreement Talking about music Using the perfect tense Saying what you did in Paris Talking about places in town and what you did last weekend	Combining present, past and future tenses Using the imperative Telling someone what to do using the imperative Writing a profile of a music star Talking about an upcoming event Creating invitations and response
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">• Greetings and introduction• Numbers 30-100 , days of the week, months of the year• Feelings and emotions.• The verb estar• Regular present tense verbs.• Revision of la familia y mi casa.	<ul style="list-style-type: none">• Likes and dislikes• The verb 'gustarse'.• Hobbies and interests.• Food• Designing a healthy menu in Spanish• Preferential verbs	<ul style="list-style-type: none">• Future tense• Holidays• Comparison of Spain and Dubai as holiday destinations.• To ask and answer questions about what you like to do on holidays• A day at the beach• How to order an ice cream at the beach
Assessment	Reading, Speaking, Listening, Writing, Grammar Role plays, Scrap book assignments.		

Useful Websites:

- www.languagesonline.org.uk
- <https://www.linguee.com>

Textbook used: 'Que Pass' by EDCO publishers



ICT

In Year 8, students will follow a course of study that develops their technical knowledge, problem solving skills as well as digital literacy. The following curriculum will allow students to become active participants in the digital world by learning cutting edge skills such as coding, computer programming and 3D Design.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	E-Safety Sketchup 3D Design	Spreadsheets (Excel) Binary	Introduction to Python
Key Skills	Digital literacy Digital citizenship Cyberbullying awareness Critical evaluation Research	Planning Creativity Formula Creation Curiosity Problem solving	Problem Solving Coding Syntax Error Reading Programming concepts Logical thinking
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://www.w3schools.com/html/>
- <https://edu.gcfglobal.org/en/topics/office2016/>



ENTREPRENEURSHIP

In Year 8 Entrepreneurship, students embark on an engaging journey into the world of innovation and business. They begin by exploring fundamental concepts of entrepreneurship, learning about the traits and experiences of successful entrepreneurs. Through interactive activities and real-world examples, students identify problems as opportunities and consider creative solutions. They delve into the basics of market research to understand customer needs and preferences, laying the groundwork for developing their own business ideas. By the end of the year, students gain insights into the entrepreneurial process, from ideation to pitching their concepts, fostering critical thinking, creativity, and a practical understanding of business principles.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Social Entrepreneur Creating a Leader	Emerging Technology Product Pioneer	Welcome to my Restaurant Project
Key Skills	Financial Literacy Time Management Presentation skills Collaboration Critical Thinking	Problem solving Researching Communication Creativity Networking	Brainstorming 3D Designing Poster Creation Target Market USP Presentation Skills
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

- <https://app.senecalearning.com/courses?Price=Free>
- <https://edu.sketchup.com/app> (Sign in with Microsoft account)



ART AND DESIGN

Our main aims in the Art Dept for KS3 are:

- Develop Creative Skills: Encourage creative expression through diverse materials like graphite, pastels, watercolour, acrylics, clay, and digital tools.
- Critical Thinking and Analysis: Foster analysis of art using different materials and techniques, enhancing understanding of media choices.
- Application of Art and Design: Explore practical applications in industries like graphic design, fashion, architecture, and advertising, through real-world projects.
- Technical Proficiency: Improve technical skills with drawing tools, various paints, sculpting materials, types of design, and printmaking.
- Personal Expression: Support unique artistic voices by experimenting with materials that reflect individual experiences and ideas.

COURSE OVERVIEW

The emphasis on students' experience of Art through Year 8 is to continue to building on their artistic skills as well as gain new knowledge, understanding, skills and techniques inspired by the work of artists. Through project work, students are given a wide experience of making art in a variety of media that include pencils, soft and oil pastels, printmaking and clay sculpture.

	Term 1	Term 2	Term 3
Content	Design: In Term 1, students will engage in a research-intensive project on sustainable fashion, starting with an investigation of various sustainable clothing brands and their impact on the environment. They will study effective logo designs and create their own logo for a hypothetical sustainable clothing company. Alongside this, students will explore different types of design and their real-world applications, understanding how design influences consumer behavior and aesthetics. The term will culminate with students researching a designer of their choice and creating a magazine spread showcasing the designer's work and philosophy. This project integrates research skills, creative design, and real-world applications, providing a comprehensive learning experience in sustainable fashion and design.	Portraiture & Still Life: In Term 2, students will focus on portraiture, exploring various artists and styles to understand different approaches to capturing the human face. They will learn the grid method, a technique that aids in accurately drawing proportions and details. Later in the term, students will be introduced to acrylic paint through a still life project inspired by the artist Wayne Thiebaud. They will learn about mixing colors and color matching, applying these techniques to create vibrant still life artworks. This term combines technical drawing skills with painting techniques, providing a comprehensive understanding of both portrait and still life art.	Mask Design: In Term 3, Year 8 students will undertake a mask design project, starting with research into cultural and contemporary mask-making traditions to choose a unique theme. They will sketch multiple designs, refining their ideas before moving on to the creation phase. Students will learn sculpting techniques and paper manipulation methods, such as folding, cutting, and layering, to add details and textures. They will also master the art of paper mache to build and finish their masks. Throughout the term, students will engage in peer critiques, developing a comprehensive set of research, design, and sculpting skills, culminating in the creation of personalized, thematic masks that showcase their artistic vision.
Assessment	<ul style="list-style-type: none">• Formative Assessment: Regular feedback on experimentation with materials and techniques, encouraging risk-taking and refinement. Students reflect on their progress and respond to teacher guidance.• Summative Assessment: Completed outcomes and supporting studies are assessed against project criteria, including technical skill, originality, and ability to meet the project outcomes.		

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

In Year 8, students continue to develop their musical skills through more challenging performance, composition, and listening tasks. Building on the foundations from Year 7, they explore genres such as the Blues, popular music, and film music, while also developing greater fluency using instruments such as keyboards, guitars, and percussion. Students learn about chords, scales, and song structures, applying this knowledge creatively in group performances and compositions. Music technology is also introduced to support arranging and recording, allowing students to experiment with sound in new ways. The curriculum encourages independence, creativity, and collaboration, preparing students for the increasing depth of study in Year 9 and beyond.

Content	<p>Term 1;</p> <p><u>Blues</u> Students continue to develop their understanding of Harmony ,Musical Literacy and knowledge of notation through the Genre of Blues using the keyboards.</p> <p>Term 2</p> <p><u>Samba</u> Students explore thhe Genre of Samba, it's historical context and rhythmic patterns learning how to play more complex rhythms within an ensemble.</p> <p>Film Music – with links to Program music: Students will learn about the Genrer of Film music and the type of musical techniques used to create different moods.</p> <p><u>Term 3</u></p> <p>Guitar Students will develop their physical skills and learn how to play basic chords on the guitar. 4 chords are enough to play an enormous number of songs. We will explore song structure as part of the program. .</p>
Assessment	<p>Practical Performances – video or audio recording taken when appropriate</p> <p>Written and listening tasks as well as verbal feedback – to show students how to improve their work</p>

Useful Websites:

- <http://www.classicsforkids.com/>
- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>



PERFORMING ARTS

COURSE OVERVIEW: DRAMA

In Year 8 Drama, students build on their performance skills with a focus on characterisation, creativity, and analysis. They explore Roald Dahl's stories, develop physical theatre pieces, and engage with Shakespeare's *Macbeth*. Projects such as 'Mini Movies' introduce film genres, while the study of *Matilda* develops understanding of musical theatre and theatre roles. Finally, devising through given circumstances allows students to collaborate, think creatively, and apply their drama skills in original performances.

Content	<p><u>Roald Dahl</u> Students learn about characterisation. They then apply this to the different characters from Roald Dahl.</p> <p><u>Physical Theatre</u> Students learn about physical theatre and create their own piece.</p> <p><u>Macbeth</u> Students learn about Shakespeare and explore the play Macbeth.</p> <p><u>Mini Movies</u> Students learn about genre's and create their own mini movies</p> <p><u>Musical Theatre</u> Students learn about musical theatre through the play Matilda. They learn about the different roles and responsibilities.</p> <p><u>Given Circumstance</u> Students learn how to devise through a given circumstance. This develops their creative skills.</p>
Assessment	<p>Practical Performances – video or audio recording taken when appropriate</p> <p>Written and/or verbal feedback – to show students how to improve their work</p> <p>DIRT feedback lessons to for reflection.</p>

Useful Websites:

- 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 8 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

Content	<p>Health & Safety and Workshop Introduction Students will be introduced to the subject, the correct Health & Safety rules and the equipment of the workshop</p> <p>Project Planning Students will learn of their project, and will have an opportunity to plan their design</p> <p>'Chocolate Mould' project Students will be tasked with creating a Mould for their own chocolate bar! This will combine woodwork with Vacuum forming, introducing students to advanced product design skills.</p> <p>Project evaluation 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>Project feedback Students will receive DIRT structured feedback on their project, allowing them to reflect on their progress over the rotation.</p> <p>Formative Assessment Students will be tested on the theory knowledge that they've gained during their practical time.</p>
Assessment	<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 8, students build on the foundations from Year 7. They take a closer look at nutrition, learning how different nutrients help the body to grow, stay healthy, and have energy. The focus is on both macronutrients (protein, carbohydrates, fat) and micronutrients (vitamins and minerals). Students begin to make connections between what they learn in theory and what they cook in practice, gradually becoming more independent and creative. Skills such as shaping, combining ingredients, and adapting recipes are introduced so students can start making healthier choices in their own cooking.

COURSE OVERVIEW

Food Technology Year 8	
Content	Nutrition and healthy eating. Macronutrients: protein, carbohydrates, fat. Micronutrients: vitamins and minerals. Recap of kitchen safety.
Key Skills	Building on Year 7 skills. Shaping and forming ingredients. Combining foods to create balanced dishes. Making small adjustments to recipes for health.
Assessment	A short multiple-choice quiz on nutrition. A practical assessment where students design or adapt a simple dish to show their nutritional knowledge in action.

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.



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Nurturing LEADERSHIP



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

GEMS
EDUCATION