



CURRICULUM HANDBOOK

Year 9

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 Giacoumi	c.jiacoumi1_mtw@gemsedu.com
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Science	Victoria Richards	v.richards_mtw@gemsedu.com
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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



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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 PE	Allan Longmuir	a.longmuir_mtw@gemsedu.com
PE/Head of year 9	Mustahsan Shah	m.shah_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 9

Dear Year 9 Students,

Welcome back! I hope you had a restful and enjoyable summer, filled with fun and relaxation. As your Head of Year, I am excited to begin this new academic year with you and continue supporting your journey at MTW.

Year 9 is a pivotal stage in your schooling—a time of growth, exploration, and important decisions. You will soon begin the process of selecting your GCSE subject options, a crucial step that will shape your learning in Years 10 and 11 and influence opportunities beyond school. These choices are not only about the subjects you enjoy or excel in but also about laying the foundations for your future aspirations and careers. Take this time to explore your interests, ask questions, and seek advice from your teachers and mentors.

I understand these decisions may seem difficult but remember—you are not alone. Our dedicated teachers and staff will be here every step of the way, providing the information, guidance, and encouragement you need to make confident, informed choices.

Alongside academics, Year 9 is also about personal development. I encourage you to take part in the wide range of extracurricular activities offered at MTW, from sports to arts to clubs of all kinds. In my other role as Head of Cricket, I am especially looking forward to working with our Maverick sports squads this year. Sport is an important part of life at MTW—it builds teamwork, resilience, and leadership—and I am excited to see many of you representing our school with pride and determination. These opportunities, both in and beyond the classroom, will help you develop new skills, make friends, and discover fresh passions.

Let us make this year not only successful but also meaningful. Approach each challenge with positivity and embrace the opportunities ahead. Together, we can create a vibrant, supportive, and inspiring environment where everyone can thrive.

Here's to an exciting, productive, and rewarding Year 9 at MTW—I know it will be fantastic!

Yours sincerely,

Mr Mustahsan Shah
Head of Year 9

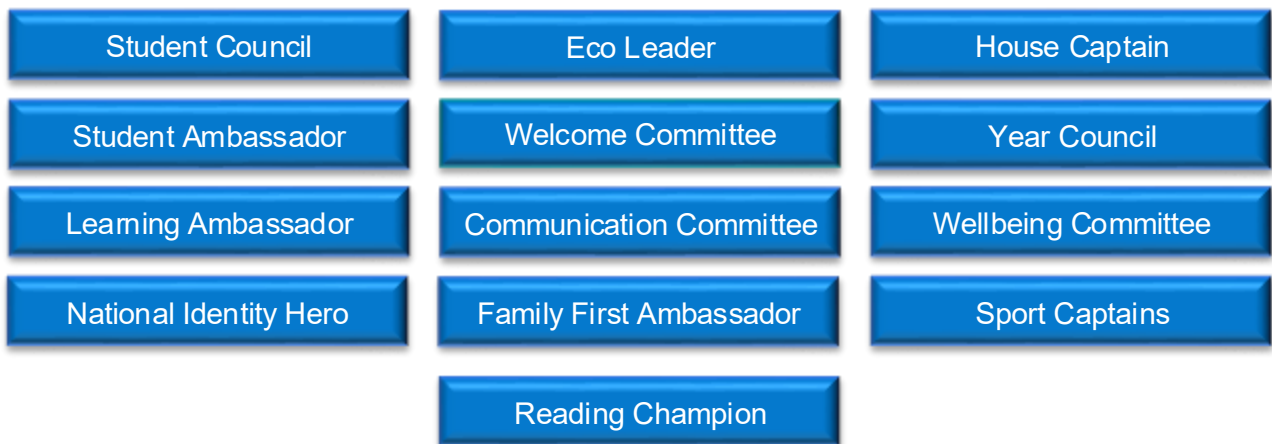




STUDENT LEADERSHIP

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	5	300
Maths	4	240
Science	4	240
Physical Education	2	120
Islamic Studies (Muslim students) / Intervention (non-Muslim students)	2	120
Arabic A or B	3	180
Geography	1	60
History	1	60
French or Spanish	1	60
Entrepreneurship	1	60
ICT & Computing	1	60
Art, Design and Technology, Food Technology on rotation	1	60
Performing Arts: Drama and Music on rotation	1	60
Moral, Social & Cultural Studies	1	60
Social Studies (Arab students) / Intervention (non-Arab students)	1	60
Food Technology	1	60



ENGLISH

The Year 9 English course is designed to reinforce, consolidate, and expand the knowledge and skills developed throughout our Key Stage Three Curriculum. This course integrates the interrelated strands of language, literature, and literacy, serving as a bridge to the English Language and English Literature IGCSE courses.

In Year 9, students will progress from studying modern texts to analysing works of literary heritage. They will delve deeper into both modern and classic poems, considering the historical and cultural contexts in which they were written. Students will also have opportunities to write for diverse audiences and purposes, honing essential skills such as effective research and proofreading.

Additionally, the curriculum introduces students to the conventions of drama texts and their significance within the literary canon. Each week, one lesson is dedicated to reading.

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: Ambition and Corruption of Power: Macbeth by William Shakespeare.</p> <p>Students will study one of Shakespeare's most powerful tragedies, <i>Macbeth</i>, focusing on how ambition can lead to downfall. Throughout the unit, students will analyse key characters and scenes, with a particular focus on Macbeth and Lady Macbeth. They will consider how Shakespeare presents themes such as ambition, guilt, and control.</p>	<p>Term 2.1: Power and responsibility in Society: An Inspector Calls by J. B. Priestley.</p> <p>Students will explore J.B. Priestley's <i>An Inspector Calls</i>, focusing on how individuals and families use—or misuse—power and the consequences of their actions. Throughout the unit, students will examine how Priestley uses the characters and structure of the play to present his message about collective responsibility and the need for social change.</p>	<p>Term 3.1: Power of Perspective: Anthology Study</p> <p>In this unit, students will explore a range of texts from the Pearson Edexcel IGCSE Non-Fiction Anthology. Through close reading and analysis, they will examine how writers convey ideas, experiences, and viewpoints across different contexts, cultures, and time periods. The unit focuses on developing analytical skills, comparing writers' methods, and enhancing understanding of purpose and audience. This unit supports success in both the reading and transactional writing elements of the IGCSE Language course.</p>
	<p>Term 1.2: Expectations Vs Reality: Review Writing</p> <p>Students will write explore writing form of reviews ranging from live theatre to unique experiences. This unit builds essential knowledge for language paper 1 and transactional writing. Through critical analysis and review writing, students will explore how expectations clash with reality in literature and life.</p>	<p>Term 2.1: Expression and Influence through Language: Speeches and Articles.</p> <p>In this Year 9 unit, students explore how writers use language to express viewpoints and influence others through the powerful forms of articles and speeches. They will study a range of engaging non-fiction texts and develop their own writing skills, focusing on tone, perspective, structure, and rhetorical devices. Linked to the key concept of "Expression and Influence Through Language," students reflect on how language carries power and responsibility, preparing them for the IGCSE and real-world communication.</p>	<p>Term 3.2: impact of Purpose: Letters and Reports.</p> <p>In this unit, students learn how to craft effective letters and reports by understanding how language choices are shaped by audience and purpose. Linked to the overarching concept of <i>Power and Responsibility</i>, students explore how written communication can influence change, inform decision-making, and hold others to account. Through real-world examples and purposeful practice, they develop the ability to structure formal writing with clarity and precision, ensuring their message has meaningful impact.</p>
Assessment	<p>Term 1.1: Thematic analysis essay. Term 1.2: Creative Review Writing.</p>	<p>Term 2.1: Character Analysis Essay. Term 2.2: Create a speech to drive change</p>	<p>Term 3.1: Comparative essay on two Non-Fiction texts Term 3.2: Create Formal Letter</p>

Useful Websites:

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



MATHS

In Year 9, 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 9 Mathematics they continue the 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">• Properties of Number• Percentages• Area and Volume• Equations, Inequalities and Formulae• Fractions• Rates• Standard Form	<ul style="list-style-type: none">• Maths and Money• Straight Line Graphs• Ratio and Proportion• Constructions and Congruence• Similarity• Algebraic Manipulation	<ul style="list-style-type: none">• Pythagoras' Theorem• Non-linear Graphs• Probability• Transformations• Simultaneous Equations• Trigonometry
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.drfrostmaths.com/>
- www.corbettmaths.com



SCIENCE

In Year 9 Science, we continue to follow the National Curriculum for England and build on the foundational concepts learned in Years 7 and 8, while integrating sustainability and opportunities for student leadership. Students will study a wide range of engaging, real-world concepts in Biology, Chemistry, and Physics, ranging from plant growth to material production and forces and motion. They will also study several transition topics to best prepare them for exam success in their IGCSE's. 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

- Preparing students for the IGCSE course through the study of transition topics in Biology, Chemistry, and Physics.
- Developing more advanced scientific and practical skills to prepare for IGCSEs.
- Using the scientific method to develop inquiry and investigation skills.
- Promoting and participating in sustainable initiatives to reduce our environmental impact.
- Nurturing leadership through projects, presentations, 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
- <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

	Term 1a	Term 2a	Term 3a
Content	Growth the differentiation <ul style="list-style-type: none"> Describe how cells grow and explain the process of differentiation. Compare specialised cells and their roles in multicellular organisms. Analyse the importance of cell division for growth and repair. 	Introduction to quantitative methods <ul style="list-style-type: none"> Calculate values using standard scientific equations. Interpret data from experiments and represent it using graphs or tables. Apply quantitative methods to analyse and evaluate scientific results. 	Sounds and waves <ul style="list-style-type: none"> Describe how sound is produced and explain how it travels through different media. Interpret wave properties such as frequency, wavelength, and amplitude. Apply the wave model to explain everyday phenomena like echoes and pitch.
	The periodic table <ul style="list-style-type: none"> Identify elements by their position in the periodic table. Explain how groups and periods relate to element properties. Predict patterns in reactivity and behaviour using the periodic table. 	Heating <ul style="list-style-type: none"> Describe how heat is transferred by conduction, convection, and radiation. Explain how insulation reduces heat transfer. Apply the concept of energy conservation to heating systems. 	Home electricity <ul style="list-style-type: none"> Identify common components in household electrical systems. Explain how current, voltage, and power are used in home circuits. Evaluate safety measures such as fuses, circuit breakers, and insulation.
	Term 1b	Term 2b	Term 3b
	Acceleration <ul style="list-style-type: none"> Define acceleration and calculate it using speed and time. Interpret motion graphs to show changes in velocity. Explain how forces cause acceleration in different contexts. 	Genetics <ul style="list-style-type: none"> Describe the structure of DNA and the role of genes. Explain how genetic information is inherited. Analyse how genetic variation leads to differences between organisms. 	Transition to IGCSE
	Human interaction <ul style="list-style-type: none"> Describe ways humans affect ecosystems and the environment. Explain impacts such as pollution, deforestation, and climate change. Evaluate strategies for reducing negative human effects on nature. 	Using resources <ul style="list-style-type: none"> Identify natural and synthetic resources used by humans. Explain the importance of sustainable use of resources. Evaluate methods of reducing, reusing, and recycling materials. 	Revision for end of year assessment.
	Assessment	Written assessment every term	Written assessment every term



PHYSICAL EDUCATION

Students in Year 9 will continue experiencing a broad and creative curriculum that has been thoroughly mapped so experiences and prior learning can continue to be built and further developed. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

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

In line with the GEMS Metropole Prep School vision, Physical Education and Sport is embedding 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 يس (١ - ١٢)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (١٣ - ٣٢). (قصة المؤمن)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٣٣ - ٥٤) ((قدرة الله تعالى))	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٥٥ - ٦٨). (الطريق إلى الجنة)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٧٩ - ٨٣) ((أدلة قدرة ووحانية الله تعالى))	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٧٩ - ٨٣) ((أدلة قدرة ووحانية الله تعالى))
3. الأحكام الإسلامية ومقاصدها.	الأعمال بالنيات.	الكسب الطيب	الأيمان والنذور.	معالم سيرة الشفاء بنت عبد الله.	غزوة حنين.	معالم من سيرة الإمام الشافعي وأثره في الفقه الإسلامي.
4. القيم والآداب الإسلامية.	الإخلاص.	آداب السفر	فتح مكة	العمرة.	فتح مكة السلمية. (الربط بقوانين الأمم المتحدة لحقوق الإنسان)	صلة الرحم.
5. السيرة النبوية والشخصيات.	نعمة الأمن	أقدس المساجد الثلاثة.	"أنا خيركم لأهلي" (سيرة)	الصلوات ذات الأسباب.	الصلوات ذات الأسباب.	
6. الهوية والقضايا المعاصرة.	الإيمان بالقدر.					
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 Yaseen (1-12)	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Yaseen (13 – 32). ((The Believer Story))	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Yaseen (33 – 54) ((The Power of Allah)).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Yaseen (55-68) ((The Path to Paradise)).	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Yaseen (79-83) ((The Evidences of the Oneness and Power of Allah))	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Yaseen (79-83) ((The Evidences of the Oneness and Power of Allah))
2. Islamic Beliefs						
3. Islamic Rulings and its Objectives.						
4. Islamic Values and Manners.						
5. Prophet's Biography & Characters.						
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>
- www.youtube.com/c/One4kids-Zaky
- <https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en>



ARABIC A

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

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

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

المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه المؤكد والمجمل والمفصل والاستعارة) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (الحال، والتمييز، وأدوات نصب الفعل المضارع، وأدوات الجزم والتركيب الإضافي، وفعل الأمر).

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

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

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلّم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: من تجارب الحياة. -قصة: أعظم نعمة -النص المعلوماتي: كُن أنت. -النص الشعري: إلى شباب بلادي. -النص المعلوماتي: الإدمان على الإنترنت. الموضوعات: "مهارة التحدث والاستماع" الاستماع: (ذلك النبع قديم). المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: الحال. البلاغة: التشبيه المفصل والمجمل. النحو: التمييز. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: نص سردي: أمال ذهببت مع الريح.	الموضوعات: "مهارة القراءة" شعر: يوم الشهيد. -قصة: مسافر بالدرجة الثالثة. -النص المعلوماتي: أدمغتنا لا تحب القصص. شعر: الحجر الصغير. -النص المعلوماتي: من أجل نمط عيش صحي. الموضوعات: "مهارة التحدث والاستماع" الاستماع: القدرات الكامنة. المحادثة: عرض إقناعي. اللغة (النحو والبلاغة): النحو: التمييز. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: تقرير بحثي.	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحًا الفكرة الرئيسية والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يفسر الكلمات مستخدمًا المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها. -يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات. -يحدد الأحداث التي تطور الحبكة موضحًا كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات. -يتتبع السرد والوصف والحوار في القصة. -يحدد الفكر الرئيسية للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة . -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلاً أو أكثر. -يتعرف الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. -يتعرف التمييز ويعربه إعرابًا صحيحًا ويوظفه في كتابته. -يتعرف التشبيه المفصل والمجمل والمؤكد ويحللها، موضحًا مواطن الجمال وينتجها في جمل من إنشائه. -يكتب سيرة ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف المادي، والمقارنة بين الشخصيات. -يكتب تقريرًا بحثيًا عن فكرة أو قضية مهمة، وي طرح سؤالًا مركزيًا واحدًا مؤسسًا لفكرة مركزية مطورًا الفكرة بالأدلة والأمثلة.



ARABIC A *continued*

	Term 2A	Term 2B	نواتج التّعلم
Term 2 Content	الموضوعات: "مهاره القراءة" -وصية ذي الإصبع العدواني. -قصة: نظرة. -النص الشعري: وداعًا يا أحبائي. -النص المعلوماتي: صناعة السفن الخشبية.. الموضوعات: "مهارة التّحدث والاستماع" الاستماع: رجال اللؤلؤ. المحادثة: البحر أسرار و ثروات.. اللغة (النحو والبلاغة): النحو: أدوات نصب الفعل المضارع.. المضارع.. البلاغة: التشبيه المؤكد. الكتابة الإبداعية: -متى تخطط لمستقبلك؟	الموضوعات: "مهارة القراءة" شعر: الإمارات نبض روحي وقلبي -قصة: حدادو جبل بولوفا. -النص المعلوماتي: الأساطير -قصة: الحوض المسحور.. -النص المعلوماتي: السندباد البحري. الموضوعات: "مهارة التّحدث والاستماع" الاستماع: الحكواتي. المحادثة: الحكايات الشعبية.. اللغة (النحو والبلاغة): النحو: أدوات جزم الفعل المضارع. البلاغة: التشبيه المرسل والمؤكد. -الاستعارة. الكتابة الإبداعية: -التعصب الأعمى للأفكار والأشياء.. نص تفسيري	-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحًا الفكرة الرئيسة والجزئية والتفاصيل المساندة. -يحلل النصوص في سياقاتها المختلفة. -يفسر الكلمات مستخدمًا المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها. -يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات. -يحدد الأحداث التي تطور الحبكة موضحًا كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات. -يتتبع السرد والوصف والحوار في القصة. -يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة. -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلًا أو أكثر. -يتعرف أدوات نصب الفعل المضارع، وحالات نصبه. -يتعرف أدوات جزم الفعل المضارع وحالات جزمه. -يتعرف التشبيه المرسل، والمؤكد ويحللها، موضحًا مواطن الجمال وينتجها في جمل من إنشائه. -يتعرف الاستعارة، وينتجها في جمل من إنشائه. -يكتب نصوصًا تفسيرية قائمة على الوصف، أو الشرح، أو المقارنة والمقابلة، أو المشكلة والحل، ليعرض وجهة نظره التي تناولها مقدمًا أدلة مقنعة وأمثلة وتفاصيل.
	الموضوعات: "مهارة القراءة" المجموعة القصصية (كلنا نجب البحر) -النص المعلوماتي: عالم الذئب الملهم. -رواية ذئب اسمه طواف. الفصل الأول والثاني الموضوعات: "مهارة التّحدث والاستماع" الاستماع: ماجد بن ظاهر سيرة غيرية. المحادثة: صناعة السفن الخشبية. اللغة (النحو والبلاغة): النحو: حالات بناء الفعل الأمر. -الحال جملة وشبه جملة . البلاغة: الكتابة الإبداعية: -نص إقناعي: هل الوطن ضرورة ملحة.	الموضوعات: "مهارة القراءة" رواية: ذئب اسمه طواف. الفصل الثالث والرابع الموضوعات: "مهارة التّحدث والاستماع" المحادثة: حيوانات مهاجرة.. اللغة (النحو والبلاغة): النحو: ضمائر الجر المتصلة. البلاغة: الاستعارة. الكتابة الإبداعية: -نص إقناعي: صيد الحيوانات متعة أم إيذاء	-يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهدًا بمصادر متعددة من الأدلة. -يفسر مصطلحات علمية في مجال العلوم الإنسانية. -يلخص النص بموضوعية ناقلاً غاية الكاتب بدقة ذكرًا نقاطًا محدودة رئيسة قدمها المؤلف لدعم غايته. -أن يحدد الأحداث التي تطور الحبكة موضحًا كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات في الرواية. -أن يحلل الشخصيات من خلال أفكارها وأقوالها وأفعالها. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلًا أو أكثر. -يتعرف الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية. -يتعرف التمييز ويعربه إعرابًا صحيحًا ويوظفه في كتابته. -يتعرف الاستعارة وأنواعها ويحللها، موضحًا مواطن الجمال وينتجها في جمل من إنشائه. -يكتب نصوصًا إقناعية مقنمًا وجهة نظره في قضية أو موضوع مدعومة بأدلة داعمة من مصادر مختلفة.
Term 3 Content	Term 3A	Term 3B	نواتج التّعلم
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 اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.		



ARABIC B

In Year 9, Arabic B updated curriculum aims to cover different levels to meet the student's needs. The curriculum focuses on real life activities or situations or public figures, students will learn and apply their learning developing their language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will demonstrate new ways to build strong base in asking and answering questions about key details in texts and reading aloud. Students will present their work or presentations orally or through other media. In addition, students learned how to write different types of texts (articles, informative essays, description essays, journals, persuasive essays) applying new grammar concepts.

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	<p>Unit: The World of Dreams</p> <ul style="list-style-type: none"> dream house dream job <p>Grammar:</p> <ul style="list-style-type: none"> plural of masculine plural of feminine <p>Writing Skills:</p> <ul style="list-style-type: none"> writing a description text about the dream house, and the problem of housing in many countries in the world designing a personal CV and try to write about their dream jobs\ and how to get it 	<p>Unit: Fame and Celebrities</p> <ul style="list-style-type: none"> meeting a celebrity advantages and disadvantages of the fame <p>Grammar:</p> <ul style="list-style-type: none"> the connected pronouns (الضمائر المتصلة) <p>Writing Skills:</p> <ul style="list-style-type: none"> writing a dialogue with a celebrity writing a convincing text about the advantages and disadvantages of the fame, and give examples from real life 	<p>Unit: Memories</p> <ul style="list-style-type: none"> my journals (my mom is my queen) diary of a wimpy kid <p>Grammar:</p> <ul style="list-style-type: none"> possessive pronouns similarity (التشبيه) <p>Writing Skills:</p> <ul style="list-style-type: none"> Writing in a journal about a special day, or occasion, day of the week. Compare between diaries and journals writing about a diary during Covid and online learning 	<p>Unit: Influential Characters</p> <ul style="list-style-type: none"> Sheikh Zayed Helen Keller <p>Grammar:</p> <ul style="list-style-type: none"> similarity (التشبيه) types of similarity (أنواع التشبيه) <p>Writing Skills:</p> <ul style="list-style-type: none"> writing a discretionary text about Sheikh Zayed and his achievements 	<p>Unit: Social Media</p> <ul style="list-style-type: none"> old way of communication advantages and disadvantages of social media <p>Grammar:</p> <ul style="list-style-type: none"> negative sentences form / command sentences form (أسلوب التّعجب / النهي) <p>Writing Skills:</p> <ul style="list-style-type: none"> comparing old ways of communication with the current ones writing a convincing text about the advantages & disadvantages of social media 	<p>Unit: The World of Cinema</p> <ul style="list-style-type: none"> the history of cinema what to watch? (Rating movies) <p>Grammar:</p> <ul style="list-style-type: none"> the irregular plural (جمع التكسير) connections (بينما – بالإضافة إلى – لكنّ – لأن) <p>Writing Skills:</p> <ul style="list-style-type: none"> writing a report about the cinema in the past and now writing a report about movies festivals and how to rate movies
Assessment	The students will be assessed at the end of each unit, and will have an end of term Assessment.					

Useful Websites:

- www.kamkalima.com/ar/home
- www.liveworksheets.com/worksheets/ar



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: Globalisation: Behind the Brand	2: Wild Weather and Climate Change	3: Changing Cities: Challenges and Opportunities
Concept	Globalisation and Sustainability	Climate and Hazards	Development, Migration and Population, Sustainability
Content	<ul style="list-style-type: none">- Transnational Corporations- Fast Fashion- Tourism- Sustainable Fast Fashion- Sustainable Tourism	<ul style="list-style-type: none">- Introduction to Weather and Climate- Global Atmospheric Circulation- Tropical Storms (Hurricanes, Cyclones and Typhoons)- Climate Change	<ul style="list-style-type: none">- Urbanisation- Megacities- Opportunities of rapid urban growth- Challenges of rapid urban growth- Sustainable cities
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.		



HISTORY

In Year 9, students trace how the modern world was shaped by war, empire, and struggles for rights. They begin with the First World War, examining its long and short-term causes, trench life, new technologies, global contributions from the Empire and Gulf, and the war's impact before considering the Armistice and Treaty of Versailles. They then move on to the Second World War, exploring the rise of dictatorships, key battles in Europe, North Africa, and Asia, as well as life on the home front, before studying how the conflict ended. Finally, students investigate the post-war world, focusing on the decline of empires, independence movements in India, Africa, and the Gulf, and major civil rights struggles in the USA and South Africa, alongside women's rights campaigns in Britain and America. Together, these studies help students understand the causes and consequences of global conflict, the end of empire, and the fight for equality and justice in the modern world.

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 Great War: Causes, Courage, and Consequences</p> <p>This unit explores the causes, experiences, and consequences of the First World War, from its political origins and global scope to life on the frontlines and the home front.</p> <p>Students examine how propaganda, technology, empire contributions, and peace settlements shaped both the war itself and its lasting impact.</p>	<p>Total War: How WWII Changed the World</p> <p>This unit examines the global scale of the Second World War, from the rise of dictatorships and the outbreak of conflict to decisive battles across Europe, Africa, and Asia.</p> <p>Students will explore the experiences of soldiers and civilians, the shifting alliances, and the war's devastating conclusion that reshaped the modern world.</p>	<p>From Empire to Equality: The 20th Century Struggle</p> <p>This unit explores the global fight for freedom and equality in the 20th century, beginning with the decline of European empires and independence movements in India, Africa, and the Gulf.</p> <p>Students then examines the Civil Rights Movement in the USA, resistance to apartheid in South Africa, and the rise of women's rights campaigns, showing how struggles against oppression reshaped societies worldwide.</p>
Assessment	Students will complete a variety of assessments throughout the year, including project work, multiple choice knowledge quizzes and extended writing.		



FRENCH

In Year 9, students study French, as a continuation of their Year 7, 8 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 and irregular verbs Agreeing and disagreeing Talking about Tv shows and films Using the simple future tense Talking about your future holidays and activities Talking about special occasions and describing family events	Talking about advantages and disadvantages of technology Adjectival agreement Creating a film review Using the imperfect tense Describing events from the past Talking about what you used to do and how you were when you were younger	Combining four tenses Talking about regions and countries Talking about advantages and disadvantages of your region Talking about friends and family relationships Writing a profile of a music star Talking about role models
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• Feelings and emotions.• The verb estar• Regular present tense verbs.• Revision	<ul style="list-style-type: none">• Likes and dislikes• Present tense regular and irregular verbs.• Hobbies and interests.• Preferential verbs	<ul style="list-style-type: none">• Mi Casa• Future tense• Holidays• Plan a trip abroad• Role plays about going out in Dubai• A day 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

COURSE OVERVIEW

The Year 9 Computer Science and ICT curriculum provides students with a comprehensive foundation in essential computing concepts and practical skills. Beginning with macOS navigation and digital literacy, students learn crucial skills for safe and effective computer use. They progress to computational thinking and problem-solving, where they develop skills in logical reasoning and algorithm development. Students then explore data management through databases and spreadsheets, gaining proficiency in organizing, manipulating, and analyzing data. They also learn networking basics and internet fundamentals, understanding network types, internet infrastructure, and security principles. Finally, students engage in Python programming, mastering programming fundamentals and applying their skills in a culminating project. This curriculum equips students with essential knowledge and skills in computing, preparing them for further studies and future technological challenges.

	Term 1	Term 2	Term 3
Content	Introduction to Digital Literacy Computational Thinking and Problem Solving	Data and Information Spreadsheets and Data Analysis	Introduction to Networks and the Internet Python Programming
Key Skills	Digital literacy Digital citizenship File Management Recall Critical thinking	Problem solving Programming concepts De-bugging Logical thinking Resilience	Creativity Design Networking Planning Collaboration
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://replit.com/new/python3>
- <https://www.codecademy.com/learn/learn-python>
- <https://www.w3schools.com/html/default.asp>
- <https://edu.gcfglobal.org/en/topics/office2016/>



ENTREPRENEURSHIP

In Year 9 Entrepreneurship the curriculum guides students through foundational aspects of entrepreneurship, starting with the development of critical skills and mindsets essential for success in business ventures. Emphasizing creativity, problem-solving, and effective communication, students learn to identify market opportunities and formulate viable business ideas. They refine their ability to pitch these concepts, preparing them to navigate the initial stages of entrepreneurial endeavors with confidence.

Moving into practical application, the curriculum shifts towards planning and launching a business. Students engage in writing detailed business plans that encompass market analysis, strategic marketing, financial planning, and legal considerations. They also delve into the process of product development, from conceptualization to prototyping and production, equipping them with the practical skills needed to execute their entrepreneurial visions effectively. This holistic approach ensures students not only understand the foundational principles of entrepreneurship but also gain hands-on experience in strategizing, planning, and managing business operations from inception through to growth.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Entrepreneurial Skills and Mindsets Idea Generating & Opportunity Recognition	Business Planning Product Development and Prototyping	Managing and Growing a Business Growth Strategies and Scaling
Key Skills	Self-Reflection and Improvement Time Management Presentation skills Collaboration Critical Thinking	Problem solving Researching Communication Creativity Networking	Brainstorming Entrepreneurial Mindset 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>
- [Resources on Microsoft Teams](#)



ART AND DESIGN

Our 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

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

	Term 1	Term 2	Term 3
Content	<p>Drawing Skills & Effective Research: In Term 1, students will focus on drawing with the theme of nature, emphasizing creativity, personal interpretation, and effective research. They will begin by exploring elements of nature for inspiration, researching and selecting resonant images, and studying artists with similar themes. Practice with coloured pencils will develop their observation and technique. Building on this foundation, students will advance to pen analytical drawings and pencil sketches, refining their line work, hatching techniques, and understanding of light, shadow, and depth. Throughout the term, nature will serve as a continuous source of inspiration, helping students enhance their skills, push creative boundaries, and improve their research abilities.</p>	<p>Painting & Photography: In Term 2, Year 9 students will focus on painting and photography with an emphasis on still life. They will begin by studying various artists and techniques associated with still life, starting with painting studies of single objects to refine their skills in observation, color mixing, and brushwork. The term will then shift to photography, where students will set up and photograph their own still life arrangements, learning about composition, lighting, and perspective. These photographs will serve as references for their paintings, bridging the gap between the two mediums and encouraging close observation and creative expression. This continuous exploration of still life enhances students' abilities in both painting and photography.</p>	<p>Printmaking: In Term 3, Year 9 students will delve into printmaking, starting with selecting their own themes from a provided bank of ideas. This personalized approach fosters creativity and individual expression as students research their chosen themes, gather inspiration, and understand the context behind their ideas. They will learn various printmaking techniques, experimenting with different methods to produce unique prints. In the latter half of the term, students will explore different applications of their printmaking work, choosing between digital graphic or textile designs for practical, functional pieces or creating multimedia collages for richer artistic expression. Additionally, they will be introduced to the structure and expectations of the GCSE art curriculum, preparing them for future studies. This term links hands-on printmaking experience with practical applications, enhancing technical skills and artistic appreciation while preparing students for the next stages of their art education.</p>
Assessment	<p>Formative Assessment: Targeted feedback on idea generation, composition, and creative development. Students are supported to refine personal responses and begin working with greater independence.</p> <p>Summative Assessment: Ongoing work and final outcomes are assessed to demonstrate progress, creativity, and readiness for GCSE expectations.</p>		

Useful Websites:

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



PERFORMING ARTS

In Year 9, students consolidate and extend their musical learning through more advanced performance, composition, and analytical work, preparing them for the demands of GCSE Music. They explore songwriting, popular and world music styles, so they then develop their skills in harmony, melody writing, and arrangement. Students work both independently and collaboratively to create original pieces, perform confidently on instruments or voice, and use music technology to record and refine their ideas. Listening and appraisal are embedded throughout, with students analysing how musical elements are used across different genres and cultures. The curriculum emphasises creativity, critical thinking, and self-expression, while giving students a clear insight into the pathways available in music at Key Stage 4.

COURSE OVERVIEW: MUSIC

Content	<p>Content Overview</p> <p>Introduction to Songwriting: Students will explore what makes a successful song</p> <p>Lyric Writing They will learn techniques for writing effective lyrics: storytelling, imagery, rhyme, rhythm. Linking themes that are relevant to students.</p> <p>Chord Progressions and Harmony Students will Learn common chord patterns (I–V–vi–IV, 12-bar blues, minor progressions) and explore major/minor tonalities and emotional impact.</p> <p>Melody Writing Students will create memorable vocal or instrumental melodies using pentatonic and major/minor scales for improvisation and melodic writing. They will experiment with contour, repetition, and variation.</p> <p>Rhythm and Groove Developing understanding of rhythmic patterns to support their song. Exploring strumming, drum patterns, and syncopation, as well as how to layer rhythms and texture for impact.</p> <p>Arrangement and Structure Understanding how to build full arrangements with intros, verses, choruses, and bridges. Introduction to basic music technology (GarageBand, BandLab, or similar) for arranging ideas.</p> <p>Performance and Recording Students will rehearse their songs in small groups or as soloists and perform to their peers developing stage presence and confidence.</p> <p>Feedback and Refinement Through peer and teacher feedback on draft songs in order to refine lyrics, melodies, or arrangements based on positive critique..</p>
Assessment	<ul style="list-style-type: none">• Preparing a final performance or recording as the summative outcome.



PERFORMING ARTS

In Year 9 Drama, students extend their skills by exploring a range of styles, texts, and techniques. They study theatre practitioners such as Stanislavski, focusing on naturalism, and Brecht, exploring Epic Theatre and breaking the fourth wall. Students also work with Shakespeare's *Romeo and Juliet*, examining themes of conflict and relationships, alongside developing their own monologues and duologues. Further study of modern plays helps them analyse themes and characters, while a devising project using visual stimuli encourages creativity and collaboration. These experiences provide a strong foundation for GCSE Drama and future study.

COURSE OVERVIEW: DRAMA

Content	<p>Theatre Practitioners Students will develop their knowledge on Stanislavski. They will focus on his naturalistic style of performances.</p> <p>Theatre Practitioners Students will develop their knowledge on Brecht. They will focus on his work with breaking the fourth wall and Epic theatre</p> <p>Shakespeare Students will learn about Romeo and Juliet. They will explore different themes such as conflict and relationships through the use of script.</p> <p>Monologue and Duologies Students will develop their knowledge and creative writing skills whilst focusing on skills needed when performing monologues and duologues.</p> <p>Plays Students will learn the play and will explore the themes and characters through the script.</p> <p>Devising Project Students will work on creating their own performances using pictures as a stimulus.</p>
Assessment	<p>Practical Performances – video or audio recording taken when appropriate Written and/or verbal feedback – to show students how to improve their work DIRT feedback lessons to for reflection.</p>



Design & Technology

Students in Year 9 will have half a term in Design & Technology (6 hours). Prior to term 3, they will be able to choose D&T as an option for the remainder of the year, which can total their time to 12 hours. These lessons will focus on a mixture of practical skills, core knowledge and theory, in preparation for Year 10.

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>'Make a night light' project Students will begin working on their 'Night Light', which will see them combining wood-work with soldering! They will also have the opportunity to add 3D-printed features to their design. They will have up to 3 lessons to complete this.</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

By Year 9, students are ready to think more deeply about the food they eat and where it comes from. Lessons explore food provenance, including seasonality, sustainability, and food miles, as well as ethical topics such as Fairtrade and animal welfare. Students also revisit food safety in greater depth, learning how to handle and store food responsibly. Practical work is more challenging, with students refining higher-level skills such as coating, whisking, and managing multiple elements of a dish at the same time. The aim is to prepare them for independence in the kitchen and to help them make thoughtful, responsible choices about food in their daily lives.

COURSE OVERVIEW

Food Technology Year 9	
Content	Food provenance (seasonality, sustainability, food miles). Ethical and environmental issues (Fairtrade, animal welfare). Food safety in practice. Recap of healthy eating and nutrition.
Key Skills	Coating and breadcrumbing. Shaping and rolling. Whisking and incorporating air. Managing several components independently.
Assessment	A multiple-choice quiz on provenance, sustainability, and nutrition. A practical assessment where students prepare a more complex dish with limited teacher guidance.

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 a fundamental aspect of education. Focusing on mental, emotional, and physical wellbeing can significantly impact student academic performance and overall happiness. We support wellbeing through:

Mental Health Education: Integrating lessons on mental health awareness, stress management, and emotional intelligence into the curriculum helps students understand and manage their emotions. Implementing mindfulness exercises, relaxation techniques, and meditation sessions can help students develop coping strategies for 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.

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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.



PREPARING FOR GCSEs

Year 9 is an important time as students begin to prepare for their GCSE journey, which spans across Years 10 and 11. It is essential that our Year 9s approach this year with a mature attitude, taking their studies seriously and committing to their academic growth.

Although GCSEs do not officially start until Year 10, this year will be about students considering the option subjects they will take, and on the next page, you will be able to see the options-process timeline as we prepare our students and support them through this transition.

For parents and students who are unfamiliar with the GCSE/BTEC system, the information below should help explain what GCSEs are and how they are graded.

GENERAL CERTIFICATE IN EDUCATION (GCSE)

There are different exam boards offering certificated courses in both GCSEs and International GCSEs. As an international school we have the opportunity to present students for either course from the range of exam boards. Staff have carefully analysed course content and exam requirements to ensure that the selected board and course are right for our students, our school and our international context. As a result, we are currently presenting students for a mixture of GCSE and IGCSE exams with AQA and Edexcel exam boards. For many families that are new to the English curriculum, the grading system is one of the first things that is unfamiliar to parents and students. The diagram below gives a comparison of the two grading systems.

G	F	E	D	C	B	A	A*	
1	2	3	4	5	6	7	8	9

GCSEs at Grade A* - C or 9 - 4 are often used as a benchmark for comparisons and entry into Key Stage 5, with many expecting English and Mathematics to be included. Each GCSE/IGCSEs course is unique and has its own course requirements and examination procedures. Many require the submission of coursework, in the form of independent work or as a controlled assessment. Students cannot be presented for the final examination if the course work or controlled assessment has not been completed in the set time. In some subjects' students are entered for a "tier". The Foundation tier targets grades 5 to 1 and the Higher tier grades 9– 4. The decision about the appropriate tier for assessment will take into consideration class work, assessment results and student ability. Students and parents will be made aware of the level when decisions are made.

For Years 10 and 11, we believe that a broad and balanced education is still important in to prepare students for future studies in whichever system of education or career path they enter. We find that many students will change their career focus as they continue through education and want them to keep a variety of options open. We are proud to offer a wide range of courses to meet the interests and needs of our students. To ensure breadth and balance and to meet UAE requirements all students will study the following core subjects:

- GCSE English– Language, or Language and Literature (depending on suitability), or 2nd Language English
- GCSE Mathematics– Foundation or Higher
- GCSE Science– Double, Triple, or Single Science Award (depending on suitability– school's decision)
- Arabic A & B
- Physical Education - core subject
- Islamic Studies for Muslim students
- MSC (Moral, Social and Cultural Studies) are compulsory MOE subjects



PREPARING FOR GCSEs

The timeline below gives students and parents an idea of the events throughout Year 9 to prepare students for the GCSE option-subject process. We believe that this should be a well thought-out, reflective exercise where students consider their future carefully. We do not permit subject changes in Year 10 once the course begins, unless there are exceptional circumstances. This means it is vital students make the right decisions this academic year.

As you can see from the below, there are various events and activities taking place throughout Terms 1 and 2. More information will be shared about this and you can refer to the school calendar for details about the Options Evening, which we encourage all Year 9 students and parents to attend.

For our students with special educational needs, more information will be sent to you from our Head of Inclusion regarding our alternative pathways, which includes the ASDAN programme.

Mid October	Year 9 students are surveyed to determine the subjects they would like to study in Years 10 and 11
End October	Provisional Option Blocks are released to parents with course criteria for parents/students to consider. Parents receive a booklet which includes details of exam boards for each subject and summaries of the subject content and examination/coursework requirements.
Mid November	Series of events to support Year 9 students will run. These include: <ul style="list-style-type: none">• Option taster sessions• Marketplace event• Careers talk from guest speaker• A-Levels & BTEC presentation
End November	Year 9 Options Evening held with subject leaders and teachers for parents to ask questions about GCSE/BTEC pathways and subjects on offer (25 th November)
End November	Electronic form released to parents/students to input option choices
Start December	Students submit option choices
Throughout January	Head of Year 9 meets with parents where there are concerns over suitability to subjects*
End of February	Confirmation of Options letters sent to parents

**please be aware that for some option subjects there will be entry requirements.*



PREPARING FOR GCSEs

OPTIONAL SUBJECTS

Students are required to select three additional courses ensuring that they meet the entry requirements. They should select one subject from each option column once they are released to students later in Year 9. We will strive to meet the requests of students however there are limited spaces in each subject and option subjects will only run if there is sufficient uptake. The option subjects we are *likely* to be offering:

- Art, Craft and Design
- Design & Technology
- Business Studies
- Drama
- Economics
- Food & Nutrition
- Geography
- History
- ICT
- Media Studies
- Physical Education
- Psychology
- Sociology
- iBTEC Construction
- iBTEC Engineering

In choosing a subject at GCSE students should think carefully about the following points:

- *What subjects do you enjoy?*
- *What subjects are you good at?*
- *Have I selected a broad range of subjects?*
- *Which subjects are important for my chosen career path?*
- *How do I prefer to be assessed? (BTEC students will be assessed continuously with no final examinations)*

Year 10 and 11 students will be expected to take full responsibility for their choices and learning. Throughout the two-year courses there will be great demands and expectations placed on students. To reach success, students have to be disciplined and committed to their courses. Submission deadlines will have to be met, or qualifications will be at risk.

Our exam board providers are:





THE BTEC PATHWAY

BTEC (Business and Technology Education Council)

Parents and students will be able to gather much more information about our BTEC offering during enrichment classes, option evenings and the marketplace activity. For now, the information summarized below should be sufficient in giving parents/students an insight into the BTEC pathway and the subjects we intend to offer (subject to student numbers) as part of the Level 2 programme.

BTECs are high-quality, career-focused qualifications grounded in the real world of work. This means BTEC learners develop and apply the knowledge, skills and behaviours that employers and universities are looking for.

The BTEC qualification represents a vocational alternative to A-Levels, IB, and GCSEs. They can be studied alongside other GCSE and A-Level subjects. Currently BTEC qualifications are offered by the Pearson Edexcel Exam Board. BTEC qualifications can be studied as double awards (equivalent to 2 A Levels) or triple awards (equivalent to 3 A Levels).

BTEC grades are split into three and may be awarded in any combination of 'Starred Distinction, Distinction, Merit and Pass'. A top performing student would receive three Starred Distinction grades. Other students may receive award combinations such as Merit, Merit, Pass.

For our Year 10 and 11 students, if they decide to study a BTEC subject, this will be one of their three options. Each option takes three hours of the timetable per week, meaning they would be studying their chosen BTEC for a maximum three hours a week.

The BTEC subjects we will be offering students (subject to student numbers) are:

- Construction
- Engineering





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.

Nurturing LEADERSHIP



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