



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA



Curriculum Overview Booklet

YEAR 7



Nurturing
LEADERSHIP

Dear Parents and Students,

It is my great pleasure to welcome you to our Year 7 Curriculum Guide. Starting Year 7 marks the beginning of an exciting new chapter. As students make the transition from primary to secondary school, they embark on a journey of greater independence, new opportunities and personal growth.



Our aim is to ensure that every student feels supported, challenged and inspired as they develop the knowledge, skills and confidence needed for success throughout their secondary education.

At GEMS Metropole School, Al Waha, we believe that an outstanding education extends far beyond academic achievement. Whilst excellence in learning remains at the heart of everything we do, we are equally committed to developing confident, resilient and compassionate young people who possess the character, curiosity and entrepreneurial mindset needed to thrive in an ever-changing world.

Our Year 7 curriculum has been carefully designed to provide a broad, balanced and engaging educational experience. Students study a wide range of subjects that build strong foundations in literacy, numeracy, scientific thinking, creativity, digital innovation and the humanities, while encouraging them to discover new interests and talents. Alongside academic learning, students develop essential life skills through our pastoral programme, leadership opportunities and enrichment activities.

Learning at MTW is enriched through innovation, technology, sustainability, entrepreneurship and meaningful connections with the wider community. We want our students to become curious learners, creative thinkers and responsible citizens who are equipped with the confidence to embrace challenges, work collaboratively and make a positive contribution to society.

This guide has been designed to provide an overview of the Year 7 curriculum, outlining what students will study across each subject and how learning is assessed throughout the year. I encourage you to read it together as a family and to work closely with our teaching and pastoral teams, who are committed to ensuring every student feels safe, happy and able to achieve.

The years ahead will be filled with new experiences, lasting friendships and exciting opportunities. I look forward to working in partnership with you as we support every student to flourish and reach their full potential throughout their secondary journey.

Kind regards,

A handwritten signature in black ink, appearing to read 'Peter Stoddart', written over a white background.

Peter Stoddart
Head of Secondary



MEET THE SECONDARY TEAM



PETER STODDART
HEAD OF
SECONDARY



ZOE SUTCLIFFE
DEPUTY HEAD OF
SECONDARY



IAN PORTER
DEPUTY HEAD OF
SECONDARY



NIKITA CHILES
ASSISTANT HEADTEACHER
PASTORAL



CARLA JIACOUMI
ASSISTANT HEADTEACHER
TEACHING & LEARNING



RICHARD WAROM
ASSISTANT HEADTEACHER
DATA & ASSESSMENT



SYEDA JAFRI
ASSISTANT
HEADTEACHER ED
TECHNOLOGY



CIARA KIRBY
DIRECTOR OF SPORTS

WELCOME FROM THE HEAD OF YEAR 7

Dear Parents and Students,

Welcome to Year 7 at GEMS Metropole School, Al Waha! I am absolutely delighted to welcome you to our Year 7 community. Starting secondary school is a huge milestone and the beginning of an exciting adventure filled with new experiences, new friendships and opportunities to discover just how much you are capable of achieving.

I know that moving from primary school can feel like a big step. There are new teachers, new classrooms, new routines and lots of new faces! It is completely normal to feel a mixture of excitement and nerves, but please don't worry—you won't be making this journey alone.

My role as Head of Year is to make sure every student feels happy, safe and supported from their very first day. Whether you need someone to celebrate your successes, help solve a problem or simply have a chat, my door is always open.

Year 7 is all about saying "yes" to new opportunities. Join a club, represent your House, take part in competitions, perform on stage, try a new sport or simply challenge yourself to step outside your comfort zone. Secondary school is about so much more than lessons; it's about discovering your passions, building confidence and creating memories that will last a lifetime.

Throughout the year, you will be encouraged to embody our Be A GEM values of Care, Always Learning, Excellence and One Team. These values help make our school a place where everyone feels respected, included and inspired to be the very best version of themselves.

This guide will give you an insight into everything you will learn throughout Year 7, but remember that your journey is about far more than the curriculum. It is about growing as a learner, a friend and a young person, and I cannot wait to see each of you develop over the coming year.

Parents, thank you for trusting us with this important stage of your child's education. We value the partnership between home and school and know that by working together we can ensure every student feels safe, happy and able to achieve their very best.

I am so excited to meet you all and can't wait to see everything you will accomplish. Welcome to the MTW family—let's make Year 7 an unforgettable year!

Kind regards,

Ms Adele Bailie
Head of Year 7



ADELE BAILLIE
HEAD OF YEAR 7

STUDENT LEADERSHIP AT MTW

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 LEADERSHIP

Lead Today, Inspire Tomorrow

Our student leadership roles empower you to make a difference, build skills, and inspire others every day.

Step up. Be a leader. Be MTW.

STUDENT COUNCIL Represent your peers, share ideas, and help shape school decisions.	ECO LEADER Champion sustainability and inspire our school to care for our planet.	HOUSE CAPTAIN Lead your House with pride, encourage teamwork, and celebrate achievement.
STUDENT AMBASSADOR Be the voice of MTW. Welcome visitors and showcase our school values.	WELCOME COMMITTEE Create a warm and friendly environment for everyone who joins our school.	YEAR COUNCIL Bring your year group together, listen to feedback, and help make positive change.
LEARNING AMBASSADOR Promote a love of learning and support others to achieve their best.	COMMUNICATION COMMITTEE Share stories, celebrate success, and keep our school community connected.	WELLBEING COMMITTEE Support mental and physical wellbeing and help create a kind and inclusive school.
NATIONAL IDENTITY HERO Promote pride in our identity, heritage, and the values that unite us.	FAMILY FIRST AMBASSADOR Strengthen the connection between school, students, and families.	SPORT CAPTAINS Lead by example, promote sporting values, and inspire active lifestyles.
READING CHAMPION Inspire a love of reading and encourage others to dive into new adventures.		

*Your Voice.
Your Ideas.
Your Impact.*

**TOGETHER, WE LEAD.
TOGETHER, WE SUCCEED.**

ACADEMIC & 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 AND PASTORAL CONCERNS

Academic Concerns: For any concerns regarding your child's progress, your first point of contact should be your child's Form Teacher.

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.

≡ *Our* ≡

PASTORAL LEADERSHIP

Dedicated leaders who care, support,
and guide our students every step of the way.

Head of Year 7

Ms. Adele Baille

Head of Year 8

Ms. Regina Gavin

Head of Year 9

Ms. Dominique Kingston

Head of Year 10

Ms. Isabelle Daler-Finch

Head of Year 11

Mrs. Nazmin Abdullah

— ❤ WE CARE. WE SUPPORT. WE LEAD TOGETHER. ❤ —

CURRICULUM OVERVIEW

YEAR 7

Over the following pages, you will discover what makes the GEMS Metropole School, Al Waha curriculum unique and how it has been carefully designed to inspire, challenge and prepare every student for future success.

Whether you are a parent supporting your child through their educational journey or a student eager to explore the opportunities ahead, this guide provides an overview of our curriculum, the subjects available, curriculum pathways and indicative course content.

It is designed to help you understand what students will learn, how they will be assessed and the exciting opportunities each subject can offer, enabling you to make informed decisions and get the very most from your time at MTW.

English

The English curriculum at Metropole Al Waha follows the UK National Curriculum for England, tailored to accommodate our international students and align with national priorities. Our rich and diverse curriculum immerses students in essential knowledge, vocabulary, and experiences relevant to today's world. In Year 7, students will engage in four hours of English per week. These sessions will enhance their ability to communicate and understand the English language in various contexts, building upon the solid groundwork laid in Key Stage 2. Each week, one lesson will be dedicated exclusively to reading, with tasks to help a variety of skills in English. Students will develop their analytical and evaluative abilities by examining the techniques used in a range of captivating fiction and non-fiction texts. Additionally, they will refine their writing skills, learning to articulate their ideas effectively for different purposes and audiences.



How will students' reading and writing skills be assessed?

Students' progress is assessed throughout the year using a clear assessment matrix that tracks achievement against key reading and writing objectives. These assessment objectives are aligned with the Pearson Edexcel International GCSE (IGCSE) English Language specification, ensuring students are well prepared for Key Stage 4.

Reading Assessment Objectives

- AO1: Read and understand a range of texts, selecting and interpreting information, ideas, and perspectives.
- AO2: Analyse how writers use language and structural techniques to create meaning and achieve specific effects.
- AO3: Explore connections between writers' ideas and perspectives, and evaluate how these are communicated.

Writing Assessment Objectives

- AO4: Communicate effectively and imaginatively, adapting writing for different purposes, audiences, and forms.
- AO5: Write accurately and fluently, using a varied vocabulary, effective sentence structures, appropriate paragraphing, and correct spelling, grammar, and punctuation.

COURSE OVERVIEW

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

Useful Websites:

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

Mathematics

In Year 7, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics.

In Year 7 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem solving skills.

COURSE OVERVIEW

  Content	 Term 1	 Term 2	 Term 3
	- Sequences - Algebraic Notation and Substitution - Expressions and Equations - Place value, Ordering and Rounding - Four Operations - Averages and Range - Rounding and Estimation	- Graphing Data - Fractions, Decimals and Percentages - Directed Number - Fractions and Percentages of Amounts - Perimeter and Area	- Speed, Distance and Time - Properties of Number - Add and Subtraction Fractions - Angles and Polygons
 Assessment	 Written assessment at the end of term 1 covering all topics from term 1	 Written assessment at the end of term 2 covering all topics studied from term 1 and 2	 Assessment the end of term 2 covering all topics studied from term 1, 2 and 3.

Useful Websites:

<https://www.century.tech/>

<https://sparxmaths.com/en/>

<https://www.dr frostmaths.com/>

www.corbettmaths.com

SCIENCE

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



COURSE OVERVIEW

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

Curriculum

Ark Curriculum Plus (Science Mastery)

Assessment

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

Useful Websites:

<http://www.educationquizzes.com/ks3/science/>

https://www.cgpbooks.co.uk/interactive_ks3_science

<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

Course Overview

  Content	 Term 1a	 Term 2a	 Term 3a
	Science Skills - Learn how to plan and carry out investigations. - Practice making observations and measuring accurately. - Record and present results clearly. - Use data to draw conclusions and evaluate methods.	Atoms, elements and compounds - Describe atoms as the basic building blocks of matter. - Explain the difference between elements and compounds. - Use symbols and formulae to represent substances.	Energy transfers - Describe different forms of energy and explain how energy can be transferred. - Apply the idea of conservation of energy to real-life situations. - Evaluate how energy efficiency can be improved.
	Cells - Study parts of animal and plant cells and their functions. - Use microscopes to observe cells. - Learn how some cells are specialised for specific jobs.	Gravity - Define gravity as a force of attraction and explain its role in orbits. - Describe how gravity gives objects weight on Earth. - Compare how mass and distance affect gravitational strength.	Electric circuits - Identify components in a circuit and describe their functions. - Construct and interpret circuit diagrams using standard symbols. - Explain how current, voltage, and resistance affect circuits.
	 Term 1b	 Term 2b	 Term 3b
	Particles - Compare how particles are arranged in solids, liquids, and gases. - Understand changes of state and diffusion. - Learn the difference between physical and chemical changes.	Interdependence - Describe how organisms depend on each other in ecosystems. - Explain the transfer of energy through food chains and webs. - Predict changes in populations when balance is disrupted.	Revision for end of year assessment
	Forces - Explore types of forces such as gravity, friction, and air resistance. - Learn about balanced and unbalanced forces. - Use diagrams to show how forces act on objects.	Mixtures - Define mixtures and distinguish them from pure substances. - Describe and apply methods of separating mixtures. - Explain what solutions are and factors that affect solubility.	Project-based learning
 Assessment	 Written assessment every term	 Written assessment every term	 End of year assessment

Physical Education

Students in Year 7 will experience a broad and balanced curriculum that is designed to enhance all student's experience of Physical Education. It places an emphasis on being active and trying challenging new sports whilst also allowing students to start developing their understanding and knowledge of a healthy lifestyle. Students will experience an environment of enjoyment so they can achieve and grow in confidence whilst learning in a fun, competitive and inclusive setting. In line with the Prep School vision, Physical Education and Sport is embedding student leadership within the curriculum. This will help students to develop their skills and qualities associated with leadership such as communication, confidence and organisation.



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، تتبع 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:

الوحي الإلهي (القرآن الكريم والحديث الشريف).
العقيدة الإسلامية

أحكام الإسلام ومقاصدها
القيم والآداب الإسلامية

السير النبوية والشخصيات

الهوية والقضايا المعاصرة. يتضمن منهاج التربية الإسلامية ستة محاور، كل منها يتناول مواضيع تخص جوانب ومجالات متعددة للطلاب وحياتهم وبيئاتهم. وبيان هذه المحاور كما يلي:

الهدف الرئيسي لبرنامج التربية الإسلامية هو تعزيز القيم الإسلامية المعتدلة التي تعكس الجوهر الحقيقي للإسلام الذي تبناه دولة الإمارات العربية المتحدة هذا النهج مرتبط ارتباطًا وثيقًا بالقيم والمفاهيم العربية

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 السجدة (١ - ١٢)	حفظ وتلاوة وتفسير سورة السجدة (١٣ - ٢٢).	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة السجدة (١٣ - ٢٢). (صفات وثواب المؤمنين)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة السجدة (٢٣ - ٣٠). (الصبر واليقين)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة الملك (١٥ - ١٤٠).	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة الملك (١٥ - ٣٠).
3. الأحكام الإسلامية ومقاصدها.	من وصايا الرسول -ص-	مواقف التسامح والرحمة والإنسانية من غزوة بدر الكبرى.	محاسبة النفس والمسؤولية.	معالم سيرة الإمام مالك واجتهاده في طلب العلم	آداب الدعاء	غزوة أحد
4. القيم والآداب الإسلامية.	حرمة المسلم.	التكافل وتطور المجتمع أركان وواجبات ومكروهات الصلاة.	من علامات الساعة (يوم القيامة) - عقيدة.	جوانب التسامح في الإسلام.	التفكير العلمي	صلاة التطوع
5. السيرة النبوية والشخصيات.	العمل التطوعي	أنواع السجود وأحكامها ومقاصدها.	الإمارات في خدمة العلم.	أنواع صيام التطوع من أدلتها الشرعية		
6. الهوية والقضايا المعاصرة.						
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

ISLAMIC STUDIES B

In our Islamic Education program, we adhere to the Ministry of Education (MOE) curriculum and the Knowledge and Human Development Authority (KHDA) framework, aligning it with the expectations and pedagogies of the National Curriculum of the United Kingdom.

The Islamic Education curriculum encompasses six themes, each addressing topics that are vital to students' interests, lives, and environments.

These themes are as follows:

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

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

This approach is intricately linked to the original Arab values and concepts.



Course Overview

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

Useful Websites:

www.seraj-uae.com

www.youtube.com/c/One4kids-Zaky

<https://quran411.com/>

<https://sunnah.com/>

<https://apps.apple.com/ae/app/islamic-treasures/id1581310984>

Arabic A

يركز منهاج اللغة العربية في الصف السابع على تنمية المهارات اللغوية والمفاهيم الأساسية من خلال تفاعل الطلبة مع النصوص وتحليل أفكارها، بما يعزز دورهم كشركاء فاعلين في عمليتي التعليم والتعلم. وينقسم المنهاج إلى ثلاثة فصول دراسية، ويهدف إلى تطوير مهارات القراءة والكتابة والاستماع والتحدث، إلى جانب ترسيخ المفاهيم النحوية والبلاغية. ويكتسب الطلبة مهارات فهم النصوص وتحليلها، واستخلاص الأفكار الرئيسية، والتمييز بين الحقائق والآراء، وربط الأسباب بالنتائج، كما يتدربون على كتابة النصوص التفسيرية والسردية والاستجابات الأدبية بأسلوب منظم وواضح. ويتعرفون كذلك إلى مفاهيم نحوية وبلاغية متنوعة، مثل الجملة الاسمية والفعلية، والمفعول المطلق، والنعت، وضمائر الرفع المتصلة، والتشبيه التام، والأساليب الخبرية والإنشائية، مع توظيفها في التعبير الشفهي والكتابي. ويعمل المنهاج أيضاً على تنمية مهارة الاستماع من خلال تحليل الحوارات والمناظرات والنصوص التي تتناول قضايا اجتماعية ووطنية وإنسانية، مع إبداء الرأي بموضوعية، كما يعزز مهارة التحدث عبر تقديم عروض شفوية منظمة باللغة العربية الفصحى، مع توظيف أساليب الحجة والإقناع والبرهان واللغة المجازية بما يعكس فهماً عميقاً للموضوع.

Course Overview

	Term 1A	Term 1B	نواحي التّعلّم
Term 1 Content	<u>الموضوعات: "مِهْرَة القراء"</u> قصيدة: حبيبي يا رسول الله قصيدة: "حلم وجهل" قصيدة: "رحمة للعلمين" نذرة: العمل "التلوع في الإمارات" (البلاغة: الأساليب الإنشائية والخبرية التشبيه التام) الكتابة الإبداعية: كتابة النص السري باستخدام تقنيات (الحوار، السرد، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسطة، التاريخ، المرسل إليه المرسل) التحية الافتتاحية التحية الختامية المرسل (توقيع)	<u>الموضوعات: "مِهْرَة القراء"</u> قصيدة: مجد الإمارات. نص معلوماتي: "كن أكثر وعيًا بفضيكتك" قصيدة: ثلاثة أسئلة نص معلوماتي: "مكتبة محمد بن راشد" اللغة والحوار: الجملة الاسمية الجملة الفعلية المفعول المطلق تركيب العطف الكتابة الإبداعية: كتابة نصوص وصفية سردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يستنتج المعنى الإجمالي للنص الشعري، موضوعًا الفكر الرئيسي والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضمها ضميرًا صحيحًا. يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متمسك. - يحدد المتعلم الفكر الرئيسي للنص بعد تحليله المعلومات الصريحة والضمنية تاركًا الدليل الذي يدعم استماعه "البحر" والذبح" نص معلوماتي: "مكتبة محمد بن راشد" - يفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أرجح التشابه والاختلاف بين أسلوبين لمؤلفين، محدّدًا الفروق المتعلقة بكيفية عرض كلّ منهما للموضوع أو الحدث. يُخرّن المتعلم بين النصوص الشعرية أو النثرية مع نصوص خارجية وفق المعايير يكتب نصوصًا سردية تأتي اهتمامات القراء محدّدًا عرضًا واضحا للكتابة مطوّرا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر (البسطة – التاريخ، المرسل، المرسل إليه، التحية). يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره استنادًا لمقارنتها مع مقارنته وأسئلة وتفصيل.

Arabic A

Term 2 Content	Term 2A	Term 2B	نواتج التعلم
	الموضوعات: "مهارات القراءة" قصيدة "أخلاق كريمة" قصة "الفقر أمجلاً" قصة "أوراق تضحك" استماع "نحن شركاء في المسؤولية" البلاغة: التشبيه البلاغي الكتابة الإبداعية: -كتابة نص تفسيري وفق أنواعه المقارنة – المشكلة والحل – التسلسل الزمني . -كتابة تقرير بحثي	الموضوعات: "مهارات القراءة" نص معلوماتي "كسبو المعرض العلمي" السيرة الذاتية : (سرد الذات) سيرة غريبة "زايد رجل بني أمة" اللغة والنحو: الجملة والتركيب المفعول فيه كتابة الإبداعية: كتابة نصوص وصفية سردية الرسالة الأدبية النصوص التفسيرية استجابات أدبية	يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. -يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكراً الدليل الذي يدعم تحليله من النص. - يفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلائلية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن بين الجمل والتركيب. -يتعرف المفعول فيه، ويعبره إعراباً صحيحاً ويوظفه في كتاباته. - يتعرف تقسيم الجملة بحسب أغراضها إلى خبرية وإشائية. -يحدد الغرض من الجمل سواء أكان مباشراً أو غير مباشر. -يكتب المتعلم استجابات شخصية وأدبية على النصوص الشعرية يكتب نصوصاً سردية تلي اهتمامات القراء محدداً غرضاً واضحاً للكتابة مطوراً الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدماً الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب المتعلم تقريراً بحثياً مراعيًا الخطوات والمعايير يكتب المتعلم نصوصاً تفسيرية(وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تتناولها مقمداً أدلة مقنعة وأمثلة وتفاصيل.

Term 3 Content	Term 3A	Term 3B	نواتج التعلم
	الموضوعات: "مهارات القراءة" قصيدة "قيمة العلم" "لويس باستور مكتشف الجراثيم" "أصدقاء أعداء العلم لغة العلم" "المشتركة" البلاغة: الأساليب الإنشائية والخبرية التشبيه القائم والتشبيه البلاغي (تعزيز) الكتابة الإبداعية: -كتابة نص إقناعي معتمداً على الحجج والبراهين المنطقية والأدلة الداعمة - كتابة استجابة شخصية على النصوص الشعرية	الموضوعات: "مهارات القراءة" رواية أحلام ليل السعيدة الفصل الأول والثاني والثالث والرابع درس (ألمانيا) ظواهر غريبة تحتاج إلى تفسير " المفارقة" "فارسة المعماري" الاستماع: الخويل المحادثة: أنت وصديقي اللغة والنحو: التركيب النحوي ضمائر الرفع المتصلة مراجعة وممارسة الكتابة الإبداعية: النص الإقناعي الاستجابة الأدبية والشخصية المقال الصحفي	يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعين ركني الجملة الاسمية ويضبطها ضبطاً صحيحاً. - يستنتج فن الرواية ويحلل فصولها ويحدد البطل ودور الراوي في فصول الرواية يقارن بين النص الشعري ونص خارجي وفق خطوات واضحة معيّنة عن رايه يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكراً الدليل الذي يدعم تحليله من النص. - يفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلائلية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يتعرف التركيب النحوي ويوظفه في كتاباته. يتعرف ضمائر الرفع المتصلة. - يتعرف تركيب المطلق، ويوظفه في كتاباته. يكتب استجابة أدبية أو شخصية على نص شعري أو نثري متبعاً مخططاً واضحاً وتسلسل منطقي يكتب المتعلم نصوصاً إقناعية قائمة على الحجج المنطقية والبراهين والأدلة الداعمة وفق المعايير
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات التقوية الأربع.		

Arabic B

In Year 7, the Arabic B curriculum aims to cover different levels to meet the student's needs, students will build new concepts about many topics and they will develop the language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions.

They will learn new vocabulary and build strong base in asking and answering questions about key details in texts and reading aloud. Students will present learnt information orally or through other media. In addition, students learned how to write paragraphs applying new grammar concepts.

Course Overview

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	Unit: Work and Money * Needs and desires * Trading in the past and now	Unit: Buying and selling * Cash or Card Using ATM machine steps	Unit: Tourism * tourist destination * president or visitor	Unit: Traveling Why I travel ? * Getting ready for the trip	Unit: Celebrations * Birthday new year	Unit: My daily routine
Content	Grammar: Exclamation style – future tense - past tense – connectives * questions tools linguistic structures.	Grammar: connectives - linguistic structures	Grammar: * exclamation style	Grammar: linguistic structures- connectives	Grammar: linguistic structures- connectives	Grammar: * connection- ordinal words
	Writing Skills: * students will write about their needs and desires using different tenses (future – past) using opinion expressions . * students will write a text about trading in the past and now using pas tenses – exclamation expressions	Design a mind map about ATM machine - - Students will write a steps of using ATM machine	* pronouns – present, past & future tenses – Writing Skills: * students will write about their trip to Dubai – Paris using (future – past) using opinion expressions . * students will comparison and they have to follow the comparison criteria	Writing Skills: * students will do check list including the priorities s s while traveling	Writing Skills: * students will write invitation letter the student will write text about their celebrations	* present, past & future tenses- negative form
	Writing Skills: * students will write narrative text about their daily routine					

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.

Course Overview

Geography			
Term	1: The Development Gap	2: From Source to Sea: The Epic Journey of Water	3: Africa: A Continent of Contrasts
Concept	Development	Landforms and Processes (Erosion, Transportation and Deposition)	Climate, Development, Population
Content	- Defining development - Classifying development around the world - Development measures/indicators - Causes of uneven development - Consequences of uneven development - Reducing the development gap	- River long and cross profile changes from source to sea - River processes - Coastal processes - River landforms (waterfalls and meander) - Coastal landforms (headlands and bays, stacks, arches and stumps)	- Locating Africa - Africa's human and physical geography - Africa's biomes (desert, savanna, rainforest) - Africa's economy - Natural Resources - East Africa drought
Skills (Map, graph and numerical)	- 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.		

Useful Websites:

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

National Geographic: <https://www.nationalgeographic.com/>

HISTORY

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

Course Overview

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

Useful Websites:

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

School History: <https://schoolhistory.co.uk/>

MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH



Students in Year 7 can choose to study either French or Spanish throughout Key Stage 3. If a student has studied either French or Spanish previously, they should continue to learn the same language at Metropole School. For fluent and advanced speakers of French or Spanish, students should choose to study the language that they are less proficient in to widen their linguistical skills. Unfortunately, students are not allowed to switch between languages. In Year 7, students will develop language learning skills of listening, speaking, reading and writing by studying a broad range of topics. This varied approach will also encourage students to independently evaluate their performance in the various course elements, and it will regularly give them time to work on their identified areas for improvement allowing for personalised learning and feedback. We strive for all students to analyse, to take risks, and to question language. It is these teaching methods which help to infuse resilience and understanding within our students. In line with the school’s vision, it is our belief that these attributes enhance students’ opportunities to travel, work, and to become the international leaders of tomorrow. All our lessons are taught mainly in the target language and our students are encouraged from the start to reply in the target language.

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

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

MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH continued



	Term 1	Term 2	Term 3
Content	• Greetings and introduction • Numbers ,days, months of the year • Using 'Tener' (To have) • Pets • Describing yourself, friends and family personalities and physical traits • Using "Ser" (To be) • Regular present tense verbs • The weather.	• Likes and dislikes • The verb 'gustarse'. • Describing where you live • Buildings and shops in a city / town • Saying what you can do in the area where you live • Hobbies and interests	• House and furniture • Creating your dream home • Describing your bedroom • Holidays • 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>

ICT

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

COURSE OVERVIEW

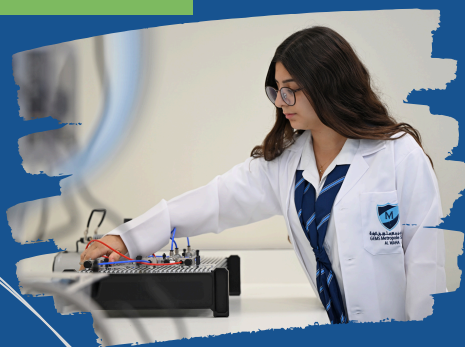
Content	Term 1	Term 2	Term 3
	E-Safety Hardware & Software	Introduction to Binary Flowol	Kodu Games Design
Key Skills	Digital literacy Digital citizenship File management Presentation skills Collaboration	Problem solving Numeracy skills Analytical thinking Communication Algorithms	Computational thinking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

Useful Websites:

<https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>

<https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

https://replit.com/languages/python_turtle



ENTREPRENEURSHIP

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

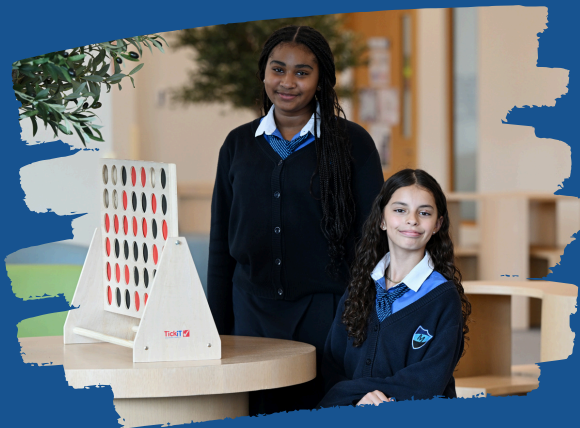
COURSE OVERVIEW

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

Useful Websites:

<https://app.senecalearning.com/courses?Price=Free>

<https://myld.lemonadeday.org/courses/lemonade-stand-basics/>



ART AND DESIGN

Our main aims in the Art Dept for KS3 are:

- To be able to creatively express ideas and experiences
 - To be able to analyse and select appropriately the work of different artists and from different cultures and make connections to their own work.
 - To be able to experiment with a range of media, techniques and processes relevant to intentions
 - To be able to organise and develop ideas relevant to given theme and own intentions
 - To be able to produce skilful final outcomes
- Implementation KS3 art starts with teaching the formal elements of Art.

The art elements are line, shape, form, tone, texture, pattern, colour and composition.

They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. These elements are developed and built upon so that the skills and applications that students acquire become more complex and accomplished over the course of KS3.

Across KS3 SOW are intended to develop students in a number of ways so they may make a smooth transition to KS4. The curriculum allows for key skills, knowledge and techniques to be revisited over the three years in a variety of ways, to build upon what has been learnt and to ensure this is embedded as far as possible for all learners.

COURSE OVERVIEW

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

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	VANS Project and Typography: In Term 1, students embark on an artistic journey exploring the formal elements of drawing. Through a diverse range of materials, they expand their understanding of this fundamental skill. Focusing on shading and line drawing, students cultivate their abilities and create meaningful artworks that align with the chosen theme. This process enables them to develop their artistic skills and explore their creative potential through the medium of drawing.	Tone and Print Making: Students are introduced to the fundamental elements of drawing and explore various materials to expand their understanding. They develop skills in shading, line drawing, and mastering correct facial proportions, all while focusing on the study of portraits. This comprehensive approach equips students with essential artistic abilities and techniques within the context of portraiture.	Tile Design and Exploring Line: Students will be discovering tile design and exploring line through different types of media. This will give students the opportunity to utilise the skills they have gained over the academic year.
Assessment	• Formative Assessment: Ongoing teacher and peer feedback on sketchbook tasks, drawings, and idea development. Progress is monitored through class discussion and practical activities. • Summative Assessment: End of unit work and supporting work are assessed at the end of each project against creativity, use of materials, and response to the theme.		

Useful Websites:

<https://www.bbc.co.uk/bitesize/subjects/z6f3cdm>

<https://www.artsy.net>

<https://www.studentartguide.com>

<https://www.pinterest.com>



Performing Arts

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

COURSE OVERVIEW

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

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/> U

Design & Technology



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

COURSE OVERVIEW

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



FOOD TECHNOLOGY

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

COURSE OVERVIEW

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

Useful Websites:

<https://www.foodafactoflife.org.uk>

<https://www.thenational.academy/teachers/programmes/cookingnutrition-secondary-ks3/units>

<https://lovefoodlovescience.org>

ADDITIONAL CURRICULUM INFORMATION



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.

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.

Counselling Services: Providing access to our school counsellors 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



ADDITIONAL CURRICULUM INFORMATION continued



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.

