



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA



Curriculum Overview Booklet

YEAR 8



Nurturing
LEADERSHIP

Dear Parents and Students,

It is my great pleasure to welcome you to our Year 8 Curriculum Guide. Whether you are returning to GEMS Metropole School, Al Waha for another exciting year or joining our community for the first time, I am delighted to welcome you to Year 8. For our returning students, this is an opportunity to build upon the strong foundations established in Year 7, embracing greater independence, responsibility and challenge. For those new to MTW, we look forward to helping you settle quickly and become an integral part of our vibrant school community.



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 8 curriculum has been carefully designed to build on prior learning while providing increasing depth, challenge and opportunities for personal growth. Students continue to study a broad and balanced range of subjects, strengthening their literacy, numeracy, scientific thinking, creativity, digital innovation and understanding of the wider world. Alongside academic success, our pastoral programme, leadership opportunities and enrichment activities ensure every student continues to grow in confidence, resilience and character.

Learning at MTW is enriched through innovation, technology, sustainability, entrepreneurship and meaningful connections with the wider community. We encourage students to think critically, collaborate effectively and become responsible global citizens who are prepared to embrace future opportunities with confidence and ambition.

This guide provides an overview of the Year 8 curriculum, outlining what students will study across each subject and how learning is assessed throughout the year. I encourage you to explore it together as a family and to work closely with our teaching and pastoral teams, who remain committed to ensuring every student feels safe, happy and able to achieve.

Year 8 is an exciting year of consolidation, discovery and preparation for the opportunities that lie ahead. I look forward to working in partnership with you as we continue to support every student to flourish, achieve their full potential and enjoy a rewarding secondary school experience.

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 8

DeaDear Parents and Students,

Welcome to Year 8!

It gives me great pleasure to welcome both our returning students and those who are joining the MTW family for the first time. Having had the privilege of being Head of Year 7 last year, I am especially excited to continue this journey with many familiar faces while also welcoming the newest members of our Year 8 community.



REGINA GAVIN
HEAD OF YEAR 8

Year 8 is an exciting year where students continue to build on the strong foundations established in Year 7. With greater confidence comes greater independence, and students are encouraged to challenge themselves both inside and outside the classroom. This is a year to deepen friendships, embrace new opportunities and continue developing the knowledge, skills and character that will prepare them for the years ahead.

For our new students, I know that joining a new school can feel both exciting and a little overwhelming. Please be assured that you will be warmly welcomed into our community. Our staff and students are incredibly supportive, and we will do everything we can to help you settle quickly and feel part of the MTW family from day one.

As Head of Year, my priority is to ensure that every student feels safe, happy and able to achieve. Whether celebrating successes, overcoming challenges or simply providing encouragement along the way, I am committed to supporting every child to become the very best version of themselves.

Throughout the year, there will be countless opportunities to get involved in clubs, competitions, leadership roles, House events and enrichment activities, all while living our Be A GEM values of Care, Always Learning, Excellence and One Team.

This curriculum guide will give you an overview of the exciting learning experiences that Year 8 has to offer. I encourage you to explore it together as a family and to work closely with us throughout the year. By working in partnership, we can ensure that every student continues to grow with confidence and enjoys a successful and rewarding year.

I look forward to another fantastic year together and can't wait to see everything our Year 8 students will achieve.

Kind regards,

Ms Regina Gavin
Head of Year 8

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 8

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.

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

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



How will students reading and writing skills be assessed?

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

Reading:

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

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

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

Writing:

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

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

COURSE OVERVIEW

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

Useful Websites:

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

Mathematics



In Year 8, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year8 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem solving skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	▪ Ratio ▪ Proportion and Scale ▪ Algebraic Manipulation ▪ Coordinates and Graphs ▪ Multiply and Divide Fractions ▪ Symmetry and Reflection	▪ Area, Volume and Density ▪ Equations and Inequalities ▪ Percentages ▪ Indices ▪ Standard Form ▪ Interpret and Represent Data	▪ Angles in parallel lines and polygons ▪ Tables and Probability ▪ Circles ▪ Graphs and Charts ▪ Sequences
Assessment	Written assessment at the end of term 1 covering all topics from term 1	Written assessment at the end of term 2 covering all topics studied from term 1 and 2	Assessment at the end of term 2 covering all topics studied from term 1, 2 and 3.

Useful Websites:

<https://www.century.tech/>
<https://sparxmaths.com/en/>
<https://www.dr frostmaths.com/>
www.corbettmaths.com

Science

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



COURSE OVERVIEW

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

Curriculum

Ark Curriculum Plus (Science Mastery)

Assessment

Every half term there will be a cumulative assessment to prepare students to recall with ease.

Assessment will be followed by a feedforward lesson to address misunderstanding and misconceptions. There is ongoing formative assessment throughout lessons and assessed tasks.

Useful Websites:

http://www.educationquizzes.com/ks3/science/https://www.cgpbooks.co.uk/interactive_ks3_science

<http://www.bbc.co.uk/education/subjects/zng4d2p>

<https://www.thenational.academy/>

<https://senecalearning.com/en-GB/>

https://keystagewiki.com/index.php/Science_Key_Stage_3

COURSE OVERVIEW

Content	Term 1a	Term 2a	Term 3a
	Tissues and organs - Describe how cells group together to form tissues and organs. - Explain the functions of major organs in the human body. - Analyse how organ systems work together to keep organisms alive.	Changing substances - Describe physical and chemical changes in substances. - Explain how to identify evidence of chemical reactions. - Compare reversible and irreversible changes.	Electric circuits - Identify circuit components and describe their roles. - Construct and interpret circuit diagrams using symbols. - Explain how current, voltage, and resistance interact.
	Acids and alkalis - Identify common acids, alkalis, and indicators. - Explain the pH scale and what it shows about strength. - Apply neutralisation reactions to everyday examples.	Magnetism - Identify magnetic materials and describe magnetic fields. - Explain how magnets interact with each other and with materials. - Apply the concept of electromagnets to real-life uses.	Nutrition - Describe the main food groups and their functions. - Explain the importance of a balanced diet for health. - Analyse the effects of deficiencies and excesses in diet.
	Term 1b	Term 2b	Term 3b
	Movement and pressure - Describe how forces cause movement and deformation. - Explain how pressure works in solids, liquids, and gases. - Calculate pressure in different situations and predict effects.	Life diversity - Classify living organisms into groups based on characteristics. - Explain how adaptations support survival in different habitats. - Evaluate the importance of biodiversity in ecosystems.	Light - Describe how light travels and explain reflection and refraction. - Investigate how lenses and prisms change light rays. - Explain how the eye detects light and allows vision.
	Respiration and photosynthesis - Compare respiration and photosynthesis as chemical processes. - Explain how respiration releases energy for cells. - Describe how photosynthesis produces glucose and oxygen in plants.	Earth systems - Describe the structure of the Earth and its main layers. - Explain key processes such as the rock cycle and plate tectonics. - Analyse how Earth systems interact to shape the planet.	Revision for end of year assessment and project-based learning
Assessment	Written assessment every half term	Written assessment every half term	End of year assessment

ISLAMIC STUDIES A

يرتكز منهج التربية الإسلامية للصف الثامن على معايير هيئة المعرفة والتنمية البشرية (KHDA) ووزارة التربية والتعليم في دولة الإمارات العربية المتحدة، مع موافقته ليتوافق مع توقعات وأساليب المنهج البريطاني. ويغطي المنهج ستة محاور رئيسية هي: الوحي الإلهي (القرآن الكريم والحديث الشريف)، والعقيدة الإسلامية، والأحكام الإسلامية ومقاصدها، والقيم والآداب الإسلامية، والسيرة النبوية والشخصيات الإسلامية، والهوية والقضايا المعاصرة، حيث يتناول كل محور موضوعات متنوعة ترتبط بحياة الطلبة وبيئاتهم. ويهدف البرنامج إلى ترسيخ الفهم الصحيح للإسلام، وتعزيز القيم الإسلامية المعتدلة التي تعكس جوهر الدين الحنيف، وتنمية الهوية الوطنية والانتماء، وغرس القيم العربية والإسلامية الأصيلة، بما يمكن الطلبة من تطبيق هذه المبادئ في حياتهم اليومية وبناء شخصيات متوازنة ومسؤولة.



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 لآيات سورة (١ - ١١)	حفظ وتلاوة وتفسير المعنى الإجمالي لآيات سورة (١١ - ١٥).	حفظ وتلاوة وتفسير المعنى الإجمالي لآيات سورة (٣٠ - ١٦) الخلاق العليم.	حفظ وتلاوة وتفسير المعنى الإجمالي لآيات سورة (١٦ - ٣٠) الخلاق العليم.	حفظ وتلاوة وتفسير المعنى الإجمالي لآيات سورة الرحمن (١٥ - ١).	حفظ وتلاوة وتفسير المعنى الإجمالي لآيات سورة الرحمن (١٦ - ٣٠).
3. الأحكام الإسلامية ومقاصدها.	تحت ظل الرحمن.	غزوة الأحزاب	التوبة	معالم سيرة الإمام أبو حنيفة وأثره في الفقه الإسلامي.	الدين يسر	التعايش
4. القيم والآداب الإسلامية.	أدلة وحدانية الله تعالى.	صلاة المسافر والمريض	كفالة اليتيم	صلاة التطوع - صلاة الليل والضحى.	التواضع	الحضارة العربية والإسلامية
5. السيرة النبوية والشخصيات.	مراقبة الله تعالى.	التبسم والمسح على الخفين.	صلاة التطوع - صلاة الليل والضحى.	العمل عبادة	التفكير في الإسلام	الحضارة العربية والإسلامية
6. الهوية والقضايا المعاصرة.	سنن القنطرة.	الغسل	(مشروع) غزوات الرسول كلها دفاعية.	(مشكلة الفقر في العامل الإسلامي) - الربط بأهداف اليونسكو للتنمية المستدامة.		
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

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

ISLAMIC STUDIES B

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

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

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



Course Overview

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
1. Divine Revelation (Quran & Hadith).	Memorization, recitation, and interpretation of the overall Meaning of the verses of Surah Qaaf (1-11). Under the Shade of Allah. The Evidences of the Oneness of Allah. Sunan Al-Fitrah (Natural acts of Cleanliness) Ghusul (Full Islamic Shower) Observance of Allah.	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (11-15). The Battle of the Confederates (Al Ahzab). Tayammum (Dry Ablution) and Wiping over Khuff (Thick Socks)	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (16 - 30), ((Allah the Absolute creator and the All-Knowing.)) Repentance. Taking care of the orphans. Voluntary Prayer (the Night & Duha prayers) (PROJECT): Prophet's battles were all defensive.	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (16 - 30), ((Allah the Absolute creator and the All-Knowing.)) Key aspects of the life of Imam Abu Hanifah and his impact on the Islamic Law. Work is an act of Worship. (PROJECT): Poverty in the Muslim World - Linked to UNESCO SDGs.	Memorization, recitation, and interpretation of the overall meaning of the verses from Surah Al-Rahman (1-15). The Religion is ease. Humbleness. Thinking in Islam.	Memorization, recitation, and interpretation of the overall meaning of the verses from Surah Al-Rahman (16-30). Coexistence among people. The Arab and Islamic Civilization.
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
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>

ARABIC A

في الصف الثامن، يهدف منهاج اللغة العربية إلى تنمية مهارات الطلبة اللغوية من خلال تفاعلهم الواعي مع النصوص وأفكارها، ليكونوا شركاء فاعلين في عملية التعلم. وينقسم المنهاج إلى ثلاثة فصول، يتضمن كل فصل ستة محاور رئيسية تشمل القراءة، والكتابة، والمفاهيم النحوية والصرفية، والمفاهيم البلاغية، والاستماع، والتحدث. ويطوّر الطلبة مهاراتهم في قراءة النصوص وتحليل الأفكار والحجج وجهات النظر، والربط بين النصوص المختلفة، مع تشجيعهم على قراءة نصوص إضافية لتعزيز حصيلهم اللغوية. كما يتعلمون كتابة النصوص الإبداعية والوظيفية، مثل القصص والمقالات الإقناعية والسير مستخدمين أساليب لغوية وبلاغية مناسبة، إلى جانب دراسة مفاهيم نحوية وصرفية جديدة كإعراب المثنى وجمع المذكر السالم والأسماء الخمسة والعدد والمعدود. ويعزز المنهاج كذلك مهارات الاستماع من خلال تحليل النصوص المسموعة واستخلاص أفكارها وقيمها، ومهارات التحدث عبر المشاركة في المناقشات والمناظرات والعروض الشفوية، مع التركيز علىطلاقة، وتنظيم الأفكار، والثقة بالنفس، والاستخدام السليم لعناصر الأداء اللغوي مثل التنغيم والنبر والإشارات



Course Overview

	Term 1A	Term 1B	نواتج التعلّم
Term 1 Content	الموضوعات: "مهارات القراءة" شعر: قصيدة (لامية لطغرائي) قصة (الضحك آخر الليل) نص معلوماتي (تاريخ التفتة) الموضوعات: "مهارات التحدث والاستماع" "قصة في حجم بوضة" المحادثة: تقديم عرض حول الأسواق. اللغة: النحو والبلاغة: علامات إعراب الاسم الأصلية والقرعية الأغراض البلاغية للجمل	الموضوعات: "مهارات القراءة" قصيدة "قوة العلم" أسواق شعبية من العالم (نص معلوماتي) مرض الورق (قصة) قصيدة (إشراقه وطن) الموضوعات: "مهارات التحدث والاستماع" نص استماع: "عالم الطباعة بين القديم والحديث" المحادثة: العمل التطوعي اللغة: النحو والبلاغة: الجملة والتركيب إعراب المثنى وجمع المذكر السالم الأغراض البلاغية للأسلوب (الامر، النهي، الاستعظام).	بين المعنى الإجمالي للنص الشعري، موضوع الفكر الرئيسة والجزيئة والتفاصيل. يفسر المعلم كلمات النص الشعري مستخدماً الدلالات التخويرية (الإبداعية والمجازية) فيه. يجدد المعلم التوصلات القوية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضوعاً ما ويعمل به كل نوع. يجدد المعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهناً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (الحصائد وأرقام، ... ومواقف). يفسر المعلم الكلمات مستخدماً بسياقها ومزادتها وأبعادها ومعناها ومجملها اللغوي. يجدد المعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهناً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (الحصائد وأرقام، ... ومواقف). يجمل المعلم النص لتحديد وجهة نظر المؤلف، وكيف يعزز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. بين المعنى الإجمالي للنص الشعري، موضوع الفكر الرئيسة والجزيئة فيه. يفسر المعلم كلمات النص الشعري مستخدماً الدلالات التخويرية (الإبداعية) فيه. يستخرج المادة المسموعة قصة وأفعالية أو خيالية، أو مقال ويقوم بمصادقة الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. يقدم عرضاً لغوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. يقدّر المعلم بنصين شعريين وفق المعايير متقاربا باللغة العربية القصصية . يستنتج علامات إعراب الاسم الأصلية والقرعية في الجمل الاسمية والفعلية. يستنتج المعلم الأغراض البلاغية للأسلوب (الامر، النهي، الاستعظام). يقارن المعلم بين العمل والتراكيب. يتعرف المعلم إعراب المثنى وجمع المذكر السالم. يتعرف المعلم التنسيب الثاني ويبحث في جمل من لشانه. يكتب موزناً بحرية أو ذاتية ونصوصاً سرية أخرى مطبقاً استراتيجيات السرد والحوار، والوصف (إفرائي مادي)، وصف الخلق، والفكرية بين الشخصيات. يكتب المعلم نصوصاً قصصية (إشراقية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل) ليعرض وجهة نظره في القضية التي تثارها وفقاً لأدلة مقنعة. يكتب المعلم استنتاجات، وقادرات شخصية مع النصوص الأدبية التي يقرأها، مطبوعاً في قراءته تفسيراً وتعللاً في إبعاد النص منظماً السيرة عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب نصوصاً إقناعية، يقدم وجهة نظره في قضية بالادلة والأدلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
	الكتابة الإبداعية: السيرة الذاتية النص السردية (وصف الشخصية) النص التفسيري الاستنتاجية الأدبية النص الإقناعي	الكتابة الإبداعية: النص التفسيري النص الإقناعي	

ARABIC A

Course Overview

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

Course Overview

نواتج التعلم	Term 3B	Term 3A
يبين المعنى الإجمالي للنص، موضحاً الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. يمثل المتعلم الرواية إلى عناصرها، مبيّناً كيف رغب المؤلف أحداثها مثل: (استخدام الحبكة المتوازية، والتلاعب في الزمن وزيادة سرعة الأحداث.....) يفتقر المتعلم الكلمات مستعرباً بديلاً وموافاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات المرعبة والضمنية، مستنبطاً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. تحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يمثل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة الأسلوب.	الموضوعات: "مهارات القراءة" الفصل الأول من رواية أحلام ليلى السعيدة. الفصل الثاني من رواية أحلام ليلى السعيدة. الفصل الثالث من رواية أحلام ليلى السعيدة. الفصل الرابع من رواية أحلام ليلى السعيدة. الموضوعات: "مهارات التحدث والاستماع" استماع الغزال محادثة: حيوانات الصحراء استماع السراب محادثة: ما المكان الأفضل للحيوانات ؟ الأقفاص أم الطبيعة؟ اللغة (النحو والبلاغة): الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري ضمائر النسب المتصلة. تشبيه المجلد والموكد المبنى للمجهول نائب الفاعل تعزيز المفعول له الكتابة الإبداعية: ورقة بحثية الكتابة الوظيفية استجابة أدبية لشخصية	الموضوعات: "مهارات القراءة" النص الأدبي (رسالة إلى أمي) مأنا تعرف عن الصحراء؟ الموضوعات: "مهارات التحدث والاستماع" استماع الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعنود الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري إعراب المثني وجمع المنكر السلم والأسماء الخمسة (تعزيز) المفعول له تعزيز الكتابة الإبداعية: النص الإقناعي نصاً سردياً.
يتعرف التشبيه التام وينتجه في جمل من إنشائه. يتعرف المتعلم العمل المبني للمجهول والمبني للعلوم بوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمانياً ومكانياً، مختاراً وجهة نظر مناسبة للفكرة، مضمناً نصه تفاصيل حسية باستخدام تقييدت (حوار والرد والوصف) يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل، ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرواً وتأملاً في أبعاد النص منطقاً تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب ورقة بحثية، يقدم وجهة نظره في قضية بالأسئلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.	الكتابة الإبداعية: ورقة بحثية الكتابة الوظيفية استجابة أدبية لشخصية	الموضوعات: "مهارات القراءة" النص الأدبي (رسالة إلى أمي) مأنا تعرف عن الصحراء؟ الموضوعات: "مهارات التحدث والاستماع" استماع الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعنود الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري إعراب المثني وجمع المنكر السلم والأسماء الخمسة (تعزيز) المفعول له تعزيز الكتابة الإبداعية: النص الإقناعي نصاً سردياً.
يقيم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي يجري الطلبة اختباراً يقيس مستوى الطلبة في المهارات اللغوية الأربع.	يقيم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي يجري الطلبة اختباراً يقيس مستوى الطلبة في المهارات اللغوية الأربع.	يقيم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي يجري الطلبة اختباراً يقيس مستوى الطلبة في المهارات اللغوية الأربع.

ARABIC B

In Year 8, Arabic B updated curriculum aims to cover different levels to meet the student's needs, in this Year/ Level; the curriculum focusses on emotional and social cases, or global cases, students will learn and apply their learning developing their language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will learn new vocabulary and build strong base in asking and answering questions about key details in texts and reading aloud. Students will present learnt information orally or through other media. In addition, students learned how to write different types of texts applying new grammar concepts.



Course Overview

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	Unit: Tolerance and Coexistence	Unit: Emotions	Unit: The Environment	Unit: Environment and Technology	Unit: Proud of my country	Unit: Advertising and Economics
Content	- no bullying - tolerance - my strange friend Grammar: - صيغ المبالغة (التعظيم) - صيغ المبالغة - التعجب Writing Skills: - students will write about the reasons and the impact of bullying, also they will create posters for no bullying signs to distribute it inside school and out. - students will write about the value of tolerance in our life and how it reflects in the society. - students will write about coexistence in UAE, how it make all of us living in great community.	- happiness - anger - the hunger Grammar: - exclamation style - pronouns - connection - present, past, future tenses - negative Writing Skills: - Rewrite a biography of someone. - Writing a text about how we can make people around us happy. - Write a paragraph about what I feel about myself if I am an optimistic person or pessimistic and why? - Write a recipe about a plate or a dish you like. - Write a text, how parents react toward their kid's behavior and how they deal with their anger.	- forest - environment protection Grammar: - الحملة الاسمية والفعلية - الفعل الماضي - أدوات الربط (لأن - كن - كذلك - بينما) Writing Skills: - Write a paragraph describing the importance of forests - Causes of pollution and how to protect the environment.	- power resources - Emirates Mars mission Grammar: - present, past, future tenses - singular, dual, plural - exclamation style Writing Skills: - students will write about using technology to safe our environment. - students will write about Emirates Mars Mission.	- roles models in my life - volunteering Grammar: - the connected pronouns (الضمائر المتصلة) Writing Skills: - Write a paragraph about his role model - Comparison between good and bad role model - write about a real experience in volunteering, and the impact of that on the student and on the society.	- advertising - food and drinks - clothing Grammar: - أسلوب الذي - أنوات الاستفهام - أنوات الاستفهام (الضمائر المتصلة) Writing Skills: - Designing a specific ad in a way that leads people to read and pay attention to it. - Writing a topic about diet for health. - Compare clothes in your country and in the Emirates - Describe the appropriate work clothes from your point of view, explaining the reason for your selection
Assessment	The students will be assessed at the end of each unit, and will have an end of term Assessment.					

History

Over the year, students explore how different societies developed, connected, and changed the world. They begin with the Islamic Golden Age, discovering how advances in medicine, mathematics, astronomy, trade, art, and learning made the Islamic world a centre of culture and knowledge, and how it compared with Europe at the time. The focus then shifts to the British Empire, examining its expansion, trade networks, and the impact of colonial rule on India, Africa, and the Gulf, including resistance and rebellion, the consequences of the slave trade, and how empire shaped both Britain and the wider world. Finally, students investigate the Industrial Revolution, exploring the inventions, transport, and urbanisation that transformed society, the harsh realities of factory life and public health crises, the role of reformers, and the wider impact on global trade and migration. Together, these studies show how innovation, power, and empire shaped past societies, leaving legacies that continue to influence our world today.



Course Overview

	Term 1	Term 2	Term 3
Content	The Islamic Golden Age: A World of Knowledge and Innovation This unit explores the achievements and legacy of the Islamic Golden Age, a period of remarkable progress between the 8th and 13th centuries. Students will investigate advances in medicine, mathematics, astronomy, art, and architecture, as well as the importance of trade, culture, and learning centres such as Baghdad and Cordoba. They will uncover how ideas spread, knowledge flourished, and innovations shaped both the world.	An Empire on Which the Sun Never Set This unit examines the rise, expansion, and global influence of the British Empire, exploring how it shaped both Britain and its colonies. Students will study trade networks, and the human cost of empire through slavery, resistance, and rebellion. They will also investigate the impact of empire on Britain's wealth and industry, experiences of colonial life across regions such as India and the Gulf, and debates over how the Empire should be remembered today.	From Steam to Cities: The Age of Industry This unit investigates the Industrial Revolution and its effects on Britain and the wider world. Students will explore key inventions and innovations in industry and transport, the rapid growth of cities, and the challenges of factory life and public health. Through case studies such as Manchester and the work of reformers, they will examine how industrialisation transformed society, trade, and migration, leaving a legacy that continues to shape the modern world.
Assessment	Students will complete a variety of assessments throughout the year, including project work, multiple choice knowledge quizzes and extended writing.		

Useful Websites:

BBCBitesize:<https://www.bbc.co.uk/bitesize>

SchoolHistory:<https://schoolhistory.co.uk/GAP>

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 (summary of topics covered in Geography)

Geography			
Term	1: Our Restless Earth	2: Asia: A Continent of Growth	3: Our Frozen Planet
Concept	Natural Hazards (tectonic)	Development and Globalisation, Migration and Population	Pressure, Development, Landforms and Processes (Erosion, Transportation and Deposition), Sustainability
Content	- Plate Tectonic Theory - Plate Margins - Earthquake effects, responses and measurement - Case Study Examples - Tsunamis - Volcanic Eruptions	- Locating Asia - Asia's human and physical geography - Asia's Newly Emerging Economies - Asia's rapid population growth - China and India	- Cold environments physical characteristics - Global distribution of cold environments - Russia - Glacial processes and landforms
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/>,

French

In Year 8, students study French, as a continuation of their Year7 and Primary School learning (if they have been at MTW previously).

Students will develop language learning skills of listening, speaking, reading and writing by studying a broad range of topics. This varied approach will also encourage students to independently evaluate their performance in the various course elements, and it will regularly give them time to work on their identified areas for improvement allowing for personalised learning and feedback. We strive for all students to analyse, to take risks, and to question language. It is these teaching methods which help to infuse resilience and understanding within our students.

In line with the school's vision, it is our belief that these attributes enhance students' opportunities to travel, work, and to become the international leaders of tomorrow. All our lessons are taught mainly in the target language and our students are encouraged from the start to reply in the target language.



Course Overview - FRENCH

(subject to change depending on work covered)

	Term 1	Term 2	Term 3
Content	Using present tense with regular verbs Expressing opinions Talking about Tv shows and films Using the future tense Talking about your future holidays Talking about clothes and fashion Describing your hobbies and free time activities	Talking about friends, personalities and relationships Adjectival agreement Talking about music Using the perfect tense Saying what you did in Paris Talking about places in town and what you did last weekend	Combining present, past and future tenses Using the imperative Telling someone what to do using the imperative Writing a profile of a music star Talking about an upcoming event Creating invitations and response
Assessment	Reading, Speaking, Listening, Writing, Grammar		

MODERN FOREIGN LANGUAGES (MFL) –FRENCH & SPANISH

Course Overview - SPANISH

(subject to change depending on work covered)

	Term 1	Term 2	Term 3
Content	• Greetings and introduction • Numbers 30-100 , days of the week, months of the year • Feelings and emotions. • The verb estar • Regular present tense verbs. • Revision of la familia y mi casa.	• Likes and dislikes • The verb 'gustarse'. • Hobbies and interests. • Food • Designing a healthy menu in Spanish • Preferential verbs	• Future tense • Holidays • Comparison of Spain and Dubai as holiday destinations. • To ask and answer questions about what you like to do on holidays • A day at the beach • How to order an ice cream at the beach
Assessment	Reading, Speaking, Listening, Writing, Grammar Role plays, Scrap book assignments.		

Useful Websites:

www.languagesonline.org.uk

<https://www.linguee.com>

Textbook used: 'QuePass' by EDCO publishers

ICT

(Information and Communication Technology)

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



Course Overview

	Term 1	Term 2	Term 3
Content	E-Safety Sketchup 3D Design	Spreadsheets (Excel) Binary	Introduction to Python
Key Skills	Digital literacy Digital citizenship Cyberbullying awareness Critical evaluation Research	Planning Creativity Formula Creation Curiosity Problem solving	Problem Solving Coding Syntax Error Reading Programming concepts Logical thinking
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

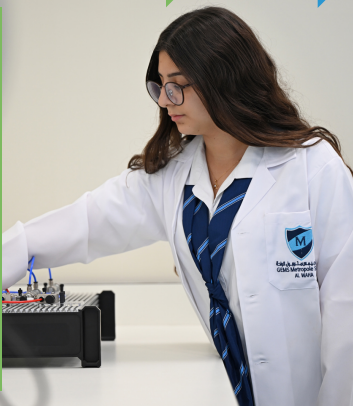
<https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>

<https://www.w3schools.com/html/>

<https://edu.gcfglobal.org/en/topics/office2016/>

Entrepreneurship

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



Course Overview

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

Useful Websites:

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

Art and Design

Our main aims in the Art Dept for KS3 are:

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



Course Overview

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

	Term 1	Term 2	Term 3
Content	Design: In Term 1, students will engage in a research-intensive project on sustainable fashion, starting with an investigation of various sustainable clothing brands and their impact on the environment. They will study effective logo designs and create their own logo for a hypothetical sustainable clothing company. Alongside this, students will explore different types of design and their real-world applications, understanding how design influences consumer behavior and aesthetics. The term will culminate with students researching a designer of their choice and creating a magazine spread showcasing the designer's work and philosophy. This project integrates research skills, creative design, and real-world applications, providing a comprehensive learning experience in sustainable fashion and design.	Portraiture & Still Life: In Term 2, students will focus on portraiture, exploring various artists and styles to understand different approaches to capturing the human face. They will learn the grid method, a technique that aids in accurately drawing proportions and details. Later in the term, students will be introduced to acrylic paint through a still life project inspired by the artist Wayne Thiebaud. They will learn about mixing colors and color matching, applying these techniques to create vibrant still life artworks. This term combines technical drawing skills with painting techniques, providing a comprehensive understanding of both portrait and still life art.	Mask Design: In Term 3, Year 8 students will undertake a mask design project, starting with research into cultural and contemporary mask-making traditions to choose a unique theme. They will sketch multiple designs, refining their ideas before moving on to the creation phase. Students will learn sculpting techniques and paper manipulation methods, such as folding, cutting, and layering, to add details and textures. They will also master the art of paper maché build and finish their masks. Throughout the term, students will engage in peer critiques, developing a comprehensive set of research, design, and sculpting skills, culminating in the creation of personalized, thematic masks that showcase their artistic vision.
Assessment	• Formative Assessment: Regular feedback on experimentation with materials and techniques, encouraging risk-taking and refinement. Students reflect on their progress and respond to teacher guidance. • Summative Assessment: Completed outcomes and supporting studies are assessed against project criteria, including technical skill, originality, and ability to meet the project outcomes.		

Useful Websites:

<https://www.bbc.co.uk/bitesize/subjects/z6f3cd>
[m https://www.artsy.net](https://www.artsy.net)
<https://www.studentartguide.com>
<https://www.pinterest.com>

Performing Arts

Course Overview: Music

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



Term 1;

Blues

Students continue to develop their understanding of Harmony, Musical Literacy and knowledge of notation through the Genre of Blues using the keyboards.

Term 2

Samba

Students explore the Genre of Samba, its historical context and rhythmic patterns learning how to play more complex rhythms within an ensemble.

Film Music – with links to Program music:

Students will learn about the Genre of Film music and the type of musical techniques used to create different moods.

Term 3

Guitar

Students will develop their physical skills and learn how to play basic chords on the guitar. 4 chords are enough to play an enormous number of songs. We will explore song structure as part of the program. .

Content

Assessment

Practical Performances – video or audio recording taken when appropriate
Written and listening tasks as well as verbal feedback – to show students how to improve their work

Useful Websites:

<http://www.classicsforkids.com/>

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Performing Arts

Course Overview: Drama

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



Content

Roald Dahl

Students learn about characterisation. They then apply this to the different characters from Roald Dahl.

Physical Theatre

Students learn about physical theatre and create their own piece.

Macbeth

Students learn about Shakespeare and explore the play *Macbeth*.

Mini Movies

Students learn about genre's and create their own mini movies

Musical Theatre

Students learn about musical theatre through the play *Matilda*. They learn about the different roles and responsibilities.

Given Circumstance

Students learn how to devise through a given circumstance. This develops their creative skills.

Assessment

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.

Useful Websites:

www.nationaltheatre.org.uk

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

<https://www.kidactivities.net/drama-games-and-activities>

<http://www.sfskids.org/>

Design and Technology

Students in Year 8 will have half a term in Design & Technology (6 hours). The majority of lessons for the 6-hour block will be practical, focusing on an exciting project that will allow students to craft their own product which they can bring home! They will be making use of machinery available in the workshop and will also build on their skills with hand tools, drawing and more!



Course Overview

Content	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 'Chocolate Mould' project Students will be tasked with creating a Mould for their own chocolate bar! This will combine woodwork with Vacuum forming, introducing students to advanced product design skills. 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 tasked 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 8, students build on the foundations from Year 7. They take a closer look at nutrition, learning how different nutrients help the body to grow, stay healthy, and have energy. The focus is on both macronutrients (protein, carbohydrates, fat) and micronutrients (vitamins and minerals). Students begin to make connections between what they learn in theory and what they cook in practice, gradually becoming more independent and creative. Skills such as shaping, combining ingredients, and adapting recipes are introduced so students can start making healthier choices in their own cooking.



Course Overview

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

Useful Websites:

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

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

<https://lovefoodlovescience.org>

ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR ACTIVITIES

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

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

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

MSC (Moral, Social & Cultural Studies)

Moral, Social and Cultural (MSC) education at Metropole is delivered weekly in a dedicated lesson, and is also integrated into all specific subject areas; assemblies, trips, projects and house competitions. The ultimate outcome of MSC is to create a generation of citizens who:

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

ADDITIONAL CURRICULUM INFORMATION *continued*

Wellbeing



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

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

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

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

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

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

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



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.

