

CURRICULUM HANDBOOK

Year 9

2024 - 2025

Nurturing
Creativity



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

GEMS
EDUCATION



INTRODUCTION

Dear Parents and Students,

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

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



We provide excellent education for students from Foundation Stage 1 to Year 9. The delivery of British curriculum subjects and the Ministry of Education subjects (Arabic, Islamic, Social Studies and Moral Education) ensures students develop a broad understanding of the local and regional heritage, learn about the language of the country and its values. The focus in the Prep School is on "Nurturing Creativity"; students are encouraged to be creative through being young entrepreneurs, being active in sport, and expressive through the performing arts.

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

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

Yours sincerely,

Ms. Daniella Aschettino
Secondary Headteacher



SECONDARY LEADERS



Ms. Daniella Aschettino
Secondary Headteacher
d.aschettino_mtw@gemsedu.com



Nikita Johnson
Head of KS3 Pastoral Care
n.johnson_mtw@gemsedu.com



Amirah Ahmed
Head of English
a.ahmed_mtw@gemsedu.com



Dominique Kingston
Head of Year 7 / Drama
teacher
d.kingston_mtw@gemsedu.com



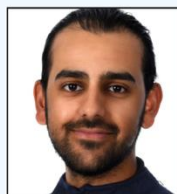
Tom Scorgie
Director of Sport
t.scorgie_mtw@gemsedu.com



Charmaine Hale
Director of Curriculum and
Innovation
c.hale_mtw@gemsedu.com



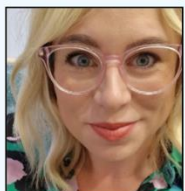
Adam Little
Head of Maths
a.little_mtw@gemsedu.com



Mustahsan Shah
Head of Year 8 / PE teacher
m.shah_mtw@gemsedu.com



Ciara Kirby
Head of PE
c.kirby_mtw@gemsedu.com



Carla Jiaquomi
Teaching & Learning Lead
Practitioner
c.jiaquomi_mtw@gemsedu.com



Anum Iqbal
Head of Science
a.iqbal_mtw@gemsedu.com



Nazmin Abdullah
Head of Year 9 /
Science teacher
n.abdullah_mtw@gemsedu.com



Christine Connell
Head of Performing Arts
c.connell_mtw@gemsedu.com



STAFF LIST AND CONTACT DETAILS

English	Amirah Ahmed	a.ahmed_mtw@gemsedu.com
English	Carla Jiacoumi	c.jiacoumi1_mtw@gemsedu.com
English	Rachel Dowdalls	r.dowdalls_mtw@gemsedu.com
English	Rhiann Bannister	r.bannister_mtw@gemsedu.com
Science	Anum Iqbal	a.iqbal_mtw@gemsedu.com
Science	Nazmin Abdullah	n.abdullah_mtw@gemsedu.com
Science	Eimaar Donnellan	e.donnellan_mtw@gemsedu.com
Moral Education	Yasmeen Jama	y.jama_mtw@gemsedu.com
Mathematics	Adam Little	a.little_mtw@gemsedu.com
Mathematics	Rachel Papadapolous	r.papadopoulos_mtw@gemsedu.com
Mathematics	Nikita Johnson	n.johnson_mtw@gemsedu.com
Mathematics	Ellisha Hughes	e.hughes_mtw@gemsedu.com
History/Geography	Elizabeth Smith	e.smith_mtw@gemsedu.com
Art	Charlotte Snow	c.snow_mtw@gemsedu.com
Drama	Dominique Kingston	d.kingston_mtw@gemsedu.com
Music	Christina Connell	c.connell_mtw@gemsedu.com
Entrepreneurship & Computer Science	Jeffrey Brew	j.brew_mtw@gemsedu.com
French	Abdelrahman Mohamed	a.mohamed_mtw@gemsedu.com
Spanish & Computer Science	Sonia Coady	s.coady_mtw@gemsedu.com
PE	Ciara Kirby	c.kirby_mtw@gemsedu.com
PE	Mustahsan Shah	m.shah_mtw@gemsedu.com
PE	Peter Napier	p.napier_mtw@gemsedu.com
PE	Aine Lyons	a.lyons_mtw@gemsedu.com
PE	Tom Scorgie	t.scorgie_mtw@gemsedu.com
PE	Adele Baillie	a.baillie_mtw@gemsedu.com



WELCOME FROM THE HEAD OF YEAR 9

Dear Year 9 Students,

Welcome back! I hope you all had a restful and enjoyable summer break, filled with fun and relaxation. As the Head of Year 9, I am genuinely excited to embark on this new academic year with you and continue being a part of your educational journey at MTW.

Year 9 is a pivotal year in your schooling. It's a time of growth, exploration, and important decisions. This year, you will have the opportunity to choose your subject options for GCSEs, a crucial step that will shape your academic path in Years 10 and 11 and beyond. These choices are not just about the subjects you enjoy or excel in but also about setting the stage for your future aspirations and careers. Take this time to explore your interests, ask questions, and seek guidance from your teachers and mentors.

We understand that making these decisions can feel overwhelming, but remember, you are not alone. Our dedicated team of teachers and staff are here to support and guide you. We will provide you with the information and resources you need to make informed choices and help you understand how each subject can contribute to your future goals.

In addition to academic growth, Year 9 is also about personal development. Engage in the diverse range of extracurricular activities MTW offers, from sports to arts to various clubs. These activities are designed to help you develop new skills, make new friends, and discover new passions.

Let's make this year not just successful but truly meaningful. Embrace the challenges and opportunities ahead with a positive mindset. Let's work together to create a vibrant, supportive, and inspiring learning environment where every student can thrive.

Here's to an exciting, productive, and rewarding Year 9 at MTW. Together, we will make it a fantastic year!

Yours sincerely,

Ms. Nazmin Abdullah
Head of Year 9





STUDENT LEADERSHIP

Student Leadership is visible in all aspects of MTW life. It is embedded within our curriculum and there are many opportunities to develop personal leadership skills within various leadership roles. We believe that student leadership develops confidence, resilience and responsibility. Through a wide-ranging leadership programme, our students become creative thinkers, problem solvers and more effective communicators, which is an integral part of lifelong learning. We have student leaders across all phases of the school, representing key areas such as;



Student Council: Students can be elected to the student council, where they can represent their peers, voice their opinions, and participate in decision-making processes within the school.

Class Monitors: Assigning roles such as class monitors or representatives allows students to take responsibility for maintaining order, assisting teachers, and supporting their classmates.

Welcome Committee: Being part of the welcome committee allows students to welcome new students to the school, helping them adjust and feel included. This role involves giving tours, answering questions, and being a friendly face for newcomers.

Student Leader: Student leaders are selected to represent their year group or school. They assist in organising events, leading initiatives, and setting a positive example for their peers.

House Captain: House captains lead their respective houses in school activities, competitions, and events. They promote house spirit, encourage participation, and help organise house-related events.

Student Ambassador: Acting as ambassadors during school events, open days, or tours, students can showcase their school, interact with visitors, and develop public speaking and interpersonal skills.

Incorporating Student Voice

Student leadership without student voice is not effective. Student voice is important in leadership in two ways. Firstly, those students holding positions of leadership should be able to speak openly to key members of staff in the school in order to discuss ideas and strategies they would like to initiate. Secondly, student leadership programmes should include a student voice structure that reaches all students in the student body. In this way, student leaders represent the student body as well as carry out key roles in the school. This in turn provides the student leaders with credibility. The Secondary school leaders also meet with students bi-weekly during lunchtimes to gather their thoughts for improvement, and feedback about the school. All students are welcome to meet with the leaders during these sessions and we encourage all to attend at least one session throughout the academic year.



ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we always like to hear from the parents of the students we teach. In order for us to deal with any comments, concerns or questions quickly and effectively, please direct these to the relevant members of staff as listed below.

Academic Concerns: Any academic concerns about your child's progress should, as a first point of call, be shared with your child's Form Teacher. Broader questions about how the curriculum is organised should be addressed to the Heads of Department, or the class teachers of your son/daughter.

Subject	Head of Department/Subject Lead
English	Amirah Ahmed
Maths	Adam Little
Science	Anum Iqbal
Physical Education	Ciara Kirby
Islamic Studies	Ahmed Kamal
Arabic A	Mohamed Hamoush
Arabic B	Esraa Ismail
Humanities (History, Geography)	Charmaine Hale
Modern Foreign Languages	Charmaine Hale
ICT & Computing	Charmaine Hale
Entrepreneurship	Jeffrey Brew
Art	Charmaine Hale
Performing Arts (Drama, Music, Dance)	Christina Connell
Moral, Social, and Cultural Studies (MSC)	Charmaine Hale
Extra-curricular Activities	Nikita Johnson & Tom Scorgie

Pastoral Concerns: Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year.

Heads of Year	
Head of Year 7	Dominique Kingston
Head of Year 8	Mustahsan Shah
Head of Year 9	Nazmin Abdullah



CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 8 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	5	300
Maths	4	240
Science	4	240
Physical Education	2	120
Islamic Studies (Muslim students) / Intervention (non-Muslim students)	2	120
Arabic A or B	3	180
Geography and Social Studies	1	60
History and Social Studies	1	60
French	1	60
Entrepreneurship	1	60
ICT & Computing	1	60
Art	1	60
Performing Arts: Drama and Music on rotation	1	60
Moral, Social & Cultural Studies	1	60



ENGLISH

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

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

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

How will students reading and writing skills be assessed?

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

Reading:

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

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

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

Writing:

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

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



ENGLISH *continued*

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Term 1a: Romeo and Juliet by William Shakespeare</p> <p>Students will delve into one of Shakespeare's most famous tragedies about the 'Star Crossed Lovers.' They will spend time learning about the context of Shakespeare, focusing on what society was like in England in the 16th Century. Students will then identify key themes and characters as part of gaining and understanding for literary heritage.</p>	<p>Term 2a: Dystopian Fiction</p> <p>Students will read a range of short stories that all have a sinister / dystopian element to them. They will then focus on how narrative perspective, symbolism, overall structure and detailed description can impact a story and its audience. Alongside the texts they read they will begin to craft their own dystopian fiction, practicing the craft of the writer through drafting and editing their work.</p>	<p>Term 3a and 3b: Novel study</p> <p>Students will complete a study of a novel. This unit will allow students to observe the writer's craft and apply linguistic and structural methods in an effective manner to their own writing.</p>
	<p>Term 1b: Sustainable Non-Literary Texts</p> <p>Centered on sustainability, students hone skills in analyzing and creating impactful content. Exploring diverse forms like reports, speeches, and advertisements, they learn to critically evaluate environmental issues and communicate persuasive arguments. This unit fosters proficiency in textual analysis and effective communication strategies.</p>	<p>Term 2b: Poetry Study</p> <p>Preparing students for the IGCSE Literature exam. Through close reading and interpretation, they cultivate skills in analyzing themes, structure, and poetic techniques. Engaging with diverse poets fosters appreciation and proficiency in literary analysis, equipping students to excel in understanding and interpreting poetry.</p>	
Assessment	<p>Term 1a: Essay style question on theme.</p> <p>Term 1b: Create a piece of writing in the style of a specific text type.</p>	<p>Term 2a: Narrative written piece.</p> <p>Term 2b: Comparative Analysis based around a theme.</p>	<p>Term 3a: descriptive writing task and PT tests.</p> <p>Term 3b: speaking and listening skills assessed through topical class debate.</p>

Useful Websites:

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



MATHS

In Year 9, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year 9 Mathematics they continue the focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem solving skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none">•Straight line graphs•Forming and solving equations•Testing conjectures•Three dimensional shapes•Constructions and congruency	<ul style="list-style-type: none">•Numbers•Using percentages•Maths and money•Deduction•Rotation and translation•Pythagoras' Theorem	<ul style="list-style-type: none">•Enlargement and similarity•Solving ratio and proportion problems•Rates•Probability•Algebraic representation
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	Written assessment at the end of term 2 covering all topics studied from term 1, 2 and 3.

Useful Websites:

- www.khanacademy.org
- <https://www.century.tech/>
- www.bbc.com/education/subjects/zqhs34j
- www.corbettmaths.com



SCIENCE

In Year 9 Science, we continue to follow the National Curriculum for England and build on the foundational concepts learned in Years 7 and 8, while integrating sustainability and opportunities for student leadership. Students will study a wide range of engaging, real-world concepts in Biology, Chemistry, and Physics, ranging from plant growth to material production and forces and motion. They will also study several transition topics to best prepare them for exam success in their IGCSE's. Sustainability remains a key focus, with students encouraged to engage in action-based learning. Our curriculum's aim continues to be preparing tomorrow's leaders—confident, creative, and independent learners.

COURSE OVERVIEW

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

Curriculum

Exploring Science International (Pearson)

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.pearsonactivelearn.com/>
- <https://www.thenational.academy/>
- <https://senecalearning.com/en-GB/>
- https://keystagewiki.com/index.php/Science_Key_Stage_3



SCIENCE *continued*

COURSE OVERVIEW

Content	Term 1a	Term 2a	Term 3a
	Biology 9B: Plant growth <ul style="list-style-type: none">Reactions in plantsPlant adaptationsPlant productsGrowing cropsFarming problemsOrganic farming	Chemistry 9F: Reactivity <ul style="list-style-type: none">DemolitionTypes of explosionsReactivityEnergy and reactionsDisplacementExtracting metals	Biology 9D: Biology transition to GCSE <ul style="list-style-type: none">Threat from diseaseCommand wordsTesting medicinesEcologyCombating pandemics
	Chemistry 9E: Making materials <ul style="list-style-type: none">Materials of the futureMaking ceramicsComposite materialsRecycling materialsMaterial failures?	Physics 9J: Force fields and electromagnets <ul style="list-style-type: none">Mission to MarsForce fieldsStatic electricityCurrent electricityHumans in space	Chemistry 9H: Chemistry transition to GCSE <ul style="list-style-type: none">IonsEnergy transfersRates of reactionChemical equationsEquilibria
	Term 1b	Term 2b	Term 3b
	Physics 9I: Forces and motion <ul style="list-style-type: none">Forces for movementEnergy for movementSpeedTurning forcesMore machines	Chemistry 9G: Chemistry revision and projects <ul style="list-style-type: none">Separating substancesChemical reactionsPhysical and chemicalThe periodic tableProject: carbon capture	Physics 9L: Physics transition to GCSE <ul style="list-style-type: none">PhysicistsFieldsCause and effectInformation from graphsModelsPhysics research
	Biology 9C: Biology revision and projects <ul style="list-style-type: none">Cells, systems and movementOther organ systemsEnergy in ecosystemsProject: enzyme investigation	Physics 9K: Physics revision and projects <ul style="list-style-type: none">Models in scienceEnergyForcesWaves and fieldsMachinesProject: Going faster	Revision for end of year assessment.
Assessment	Written assessment every half term	Written assessment every half term	End of year assessment



PHYSICAL EDUCATION

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

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

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

COURSE OVERVIEW

Throughout the year all students will rotate through the following Sports	
Content	Football, Netball, Cricket, Athletics, Swimming, Basketball, Fitness and the body/Strength and Conditioning, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis.
Assessment	Formative practical assessment will take place throughout each unit of sport being studied.

Useful Websites:

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



ISLAMIC STUDIES A

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

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

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

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
1. الوحي الإلهي (القرآن الكريم والحديث الشريف)						
2. العقيدة الإسلامية.	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (١ - ١٢)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (١٣ - ٣٢). (قصة المؤمن)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٣٣ - ٥٤) ((قدرة الله تعالى))	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٥٥ - ٦٨). (الطريق إلى الجنة)	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٧٩ - ٨٣) ((أدلة قدرة ووحانية الله تعالى))	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة يس (٨٣ - ٧٩) ((أدلة قدرة ووحانية الله تعالى))
3. الأحكام الإسلامية ومقاصدها.	الأعمال بالنيات.	الكسب الطيب	الأيمان والنذور.	معالم سيرة الشفاء بذت عبد الله.	غزوة حنين.	معالم من سيرة الإمام الشافعي وأثره في الفقه الإسلامي.
4. القيم والآداب الإسلامية.	الإخلاص.	آداب السفر	فتح مكة	(مشروع) الأخلاق الاجتماعية والمدنية من فتح مكة السلمي. (الربط بقوانين الأمم المتحدة لحقوق الإنسان)	صلة الرحم.	
5. السيرة النبوية والشخصيات.	نعمة الأمن	أقدس المساجد الثلاثة.	العمرة.			
6. الهوية والقضايا المعاصرة.	الإيمان بالقدر.	الصلوات ذات الأسباب.	"أنا خيركم لأهلي" (سيرة)			
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

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



ISLAMIC STUDIES B

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

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

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

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
1. Divine Revelation (Quran & Hadith).	Memorization, recitation, and interpretation of the overall Meaning of the verses of Surah Yaseen (1-12)	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Yaseen (13 – 32). ((The Believer Story))	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Yaseen (33 – 54) ((The Power of Allah)).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Yaseen (55-68) ((The Path to Paradise)).	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Yaseen (79-83) ((The Evidences of the Oneness and Power of Allah))	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Yaseen (79-83) ((The Evidences of the Oneness and Power of Allah))
2. Islamic Beliefs						
3. Islamic Rulings and its Objectives.						
4. Islamic Values and Manners.	Actions are but by Intention. Sincerity.	The Good Earning. The Etiquettes of Travelling.	The Vows and Oaths. Conquest of Makkah.	Key aspects of the life of Al-Shifaa Bint Abdullah.	The Battle of Hunayn.	Key aspects of the Life Imam Shafi'ee and his impact on the Islamic Law.
5. Prophet's Biography & Characters.	The Bless of Security. Believing in the Divine Date and predestination.	The Three Holiest Mosques. Prayers for Certain Purposes (Eclipse, Rain and Istikhara)	Umrah. "I'm the best one among you for my family" ((Seerah)).	PROJECT: The Social and civil morals in the Peaceful Conquest of Makkah – Strong Relate to the UN Civil Law & Human Right's Laws)	Keeping the Ties of Kinship.	
6. Identity and Contemporary Issues.						
Assessment	Students will be assessed twice each term. They will undergo short tests mid-term, and at the end of the semester, they will take an exam in Islamic Education covering the six course topics.					

Useful Websites:

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



ARABIC A

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

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

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

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

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

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

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

COURSE OVERVIEW

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



ARABIC A *continued*

	نواتج التعلم		Term 2A	Term 2B
Term 2 Content	<p>-يحدد المتعلم المعنى الإجمالي للنص الأدبي، موضحاً الفكرة الرئيسة والجزئية والتفاصيل المساندة.</p> <p>-يحلل النصوص في سياقاتها المختلفة.</p> <p>-يفسر الكلمات مستخدماً المعجم الورقي والرقمي، ويستخدمها في سياقات تعزز معناها.</p> <p>-يحفظ ستة نصوص شعرية تتألف من ثمانية إلى عشرة أبيات.</p> <p>-يحدد الأحداث التي تطور الحبكة موضحاً كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات.</p> <p>-يتتبع السرد والوصف والحوار في القصة.</p> <p>-يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهداً بمصادر متعددة من الأدلة.</p> <p>-يفسر مصطلحات علمية في مجال العلوم الإنسانية.</p> <p>-يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة.</p> <p>-يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر.</p> <p>-يتعرف أدوات نصب الفعل المضارع، وحالات نصبه.</p> <p>-يتعرف أدوات جزم الفعل المضارع وحالات جزمه.</p> <p>-يتعرف التشبيه المرسل، والمؤكد ويحللها، موضحاً مواطن الجمال وينتجها في جمل من إنشائه.</p> <p>-يتعرف الاستعارة، وينتجها في جمل من إنشائه.</p> <p>-يكتب نصوصاً تفسيرية قائمة على الوصف، أو الشرح، أو المقارنة والمقابلة، أو المشكلة والحل، ليعرض وجهة نظره التي تناولها مقدماً أدلة مقنعة وأمثلة وتفاصيل.</p>		<p>الموضوعات: "مهارات القراءة"</p> <p>-وصية ذي الإصبع العدوانية.</p> <p>-قصة: نظرة.</p> <p>-النص الشعري: وداعاً يا أحبائي.</p> <p>-النص المعلوماتي: صناعة السفن الخشبية..</p> <p>الموضوعات: "مهارات التحدث والاستماع"</p> <p>الاستماع: رجال اللؤلؤ.</p> <p>المحادثة: البحر أسرار وثرورات..</p> <p>اللغة (النحو والبلاغة):</p> <p>النحو: أدوات نصب الفعل المضارع.</p> <p>البلاغة: التشبيه المرسل والمؤكد.</p> <p>-الاستعارة.</p> <p>الكتابة الإبداعية:</p> <p>-التعصب الأعمى للأفكار والأشياء..</p> <p>نص تفسيري</p>	<p>الموضوعات: "مهارات القراءة"</p> <p>-شعر: الإمارات نبض روحي وقلبي</p> <p>-قصة: حدادو جبل بولولفا.</p> <p>-النص المعلوماتي: الأساطير</p> <p>-قصة: الحوض المسحور..</p> <p>-النص المعلوماتي: السندباد البحري.</p> <p>الموضوعات: "مهارات التحدث والاستماع"</p> <p>الاستماع: الحكواتي.</p> <p>المحادثة: الحكايات الشعبية..</p> <p>اللغة (النحو والبلاغة):</p> <p>النحو: أدوات جزم الفعل المضارع.</p> <p>البلاغة: التشبيه المرسل والمؤكد.</p> <p>-الاستعارة.</p> <p>الكتابة الإبداعية:</p> <p>-التعصب الأعمى للأفكار والأشياء..</p> <p>نص تفسيري</p>
Term 3 Content	<p>-يحدد الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة مستشهداً بمصادر متعددة من الأدلة.</p> <p>-يفسر مصطلحات علمية في مجال العلوم الإنسانية.</p> <p>-يلخص النص بموضوعية ناقلاً غاية الكاتب بدقة ذكرًا نقاطاً محدودة رئيسة قدمها المؤلف لدعم غايته.</p> <p>-أن يحدد الأحداث التي تطور الحبكة موضحاً كيف يفسر كل حدث الأفعال الماضية أو المستقبلية للشخصيات في الرواية.</p> <p>-أن يحلل الشخصيات من خلال أفكارها وأقوالها وأفعالها.</p> <p>-يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة.</p> <p>-يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر.</p> <p>-يتعرف الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف حياتية.</p> <p>-يتعرف التمييز ويعربه إعراباً صحيحاً ويوظفه في كتابته.</p> <p>-يتعرف الاستعارة وأنواعها ويحللها، موضحاً مواطن الجمال وينتجها في جمل من إنشائه.</p> <p>-يكتب نصوصاً إقناعية مقنعة وجهة نظره في قضية أو موضوع مدعومة بأدلة داعمة من مصادر مختلفة.</p>		<p>الموضوعات: "مهارات القراءة"</p> <p>المجموعة القصصية (كلنا نحب البحر)</p> <p>-النص المعلوماتي: عالم الذئاب الملهم.</p> <p>-رواية ذئب اسمه طواف.</p> <p>الفصل الأول والثاني</p> <p>الموضوعات: "مهارات التحدث والاستماع"</p> <p>الاستماع: ماجد بن ظاهر سيرة غيرية.</p> <p>المحادثة: صناعة السفن الخشبية.</p> <p>اللغة (النحو والبلاغة):</p> <p>النحو: حالات بناء الفعل الأمر.</p> <p>-الحال جملة وشبه جملة.</p> <p>البلاغة:</p> <p>الكتابة الإبداعية:</p> <p>-نص إقناعي: هل الوطن ضرورة ملحة.</p>	<p>الموضوعات: "مهارات القراءة"</p> <p>رواية: ذئب اسمه طواف.</p> <p>الفصل الثالث والرابع</p> <p>الموضوعات: "مهارات التحدث والاستماع"</p> <p>المحادثة: حيوانات مهاجرة..</p> <p>اللغة (النحو والبلاغة):</p> <p>النحو: ضمائر الجر المتصلة.</p> <p>البلاغة: الاستعارة.</p> <p>الكتابة الإبداعية:</p> <p>-نص إقناعي: صيد الحيوانات متعة أم إيذاء</p>
Assessment	<p>سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.</p>			



ARABIC B

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

COURSE OVERVIEW

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

Useful Websites:

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



GEOGRAPHY

Students study one hour of History and one hour of Geography per week. In Geography, Year 9 students will study an array of topics within Physical, Human and Environmental Geography. 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. Students will look at various global issues and look to strengthen an empathetic approach to learning that will help them assess these global issues from the viewpoints of multiple stakeholders.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p>Topic: Geographical Skills and application</p> <ul style="list-style-type: none">▪ Longitude & Latitude▪ Map Symbols▪ Grid references <p>Topic : Globalisation</p> <ul style="list-style-type: none">• Causes• Trade blocks• Acceleration of globalisation• Switched off locations• Switched on locations• Case study on the positive and negative impact of globalisation	<p>Topic: Cold Environments</p> <ul style="list-style-type: none">• Context• Glacial landforms• Plant and animal adaptations• Opportunities• Challenges• Threats• Management <p>Topic: Climate Change</p> <ul style="list-style-type: none">• Natural causes• Human causes• Impacts• Strategies to reduce	<p>Topic: Energy and water</p> <ul style="list-style-type: none">• Demand for energy resources• Different strategies to increase energy and manage supply.• Demand for water resources• Different strategies to increase water supply. <p>Topic : Natural Hazards</p> <ul style="list-style-type: none">• Climate Hazards• Tectonic Hazards<ul style="list-style-type: none">- HIC Case study- LIC Case Study
Assessment	Peer and group assessed project on Globalisation using geographical skills and their application to the topic	Written assessment, peer assessment and presentation, GCSE style questions	GCSE style questions with peer assessment

Useful Websites:

<http://www.ordnancesurvey.co.uk>

<http://www.geograph.org.uk>

<http://www.geographyalltheway.com>



HISTORY

Students study one hour of History and one hour of Geography per week. In History, Year 9 students begin by developing their knowledge and understanding of the Tudor and Stuart period in Britain 1500-1750. Students will start by exploring the personality and reign of King Henry VIII, his divorce and the “Break with Rome”. They will then investigate the impact of the establishment of the Church of England and the many religious changes that took place in the 16th century known as the Reformation. Students will also study in depth aspects of the reign of Queen Elizabeth including the defeat of the Spanish Armada. Finally, there will be a focus on the causes of the English Civil War and the execution of King Charles I as well as an exploration of other 17th century events such as the Great Plague of 1665 and the Fire of London the following year.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<p><i>Britain 1500-1750 – What was the impact of King Henry’s divorce?</i></p> <p>This unit will explore the character of personality of Henry VIII with a focus on the reasons for his divorce and the “break with Rome”, as well as his other marriages.</p> <p>This is followed by an exploration of the differences between the Catholic and Protestant faiths and the impact of the reigns of Henry’s children.</p>	<p><i>Britain 1500-1750 – Why was there an English Civil War in the 17th Century?</i></p> <p>This unit investigates the long- and short-term causes of the English Civil War between King Charles I and Parliament.</p> <p>There will be a study of the Civil War battles and the reasons why Parliament won and then went on to execute King Charles I.</p>	<p><i>Britain 1750-1900 – Why did Britain become “Great” in this period?</i></p> <p>This unit studies aspects of Britain’s industrial revolution and investigates how Britain became “the workshop of the world” in the 19th Century.</p> <p>There will also be a study of the Trans-Atlantic Slave Trade and the experience of Africans taken to the Americas.</p>
Assessment	An assessment on the reasons for Henry’s “break with Rome”	A source-based assessment on interpretations of the execution of Charles I.	A source-based assessment on interpretations of the execution of Charles I.

Useful Websites:

- <http://www.historylearningsite.co.uk/>
- <http://www.bbc.co.uk/history/0>
- <http://www.understandingslavery.com>



FRENCH

In Year 9, students study French, as a continuation of their Year 7, 8 and Primary School learning (if they have been at MTW previously).

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

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

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

	Term 1	Term 2	Term 3
Content	Using present tense with regular verbs and irregular verbs Agreeing and disagreeing Talking about Tv shows and films Using the simple future tense Talking about your future holidays and activities Talking about special occasions and describing family events	Talking about advantages and disadvantages of technology Adjectival agreement Creating a film review Using the imperfect tense Describing events from the past Talking about what you used to do and how you were when you were younger	Combining four tenses Talking about regions and countries Talking about advantages and disadvantages of your region Talking about friends and family relationships Writing a profile of a music star Talking about role models
Assessment	Reading, Speaking, Listening, Writing, Grammar		



ICT AND COMPUTING

COURSE OVERVIEW

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

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

Useful Websites:

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



ENTREPRENEURSHIP

In Year 9 Entrepreneurship the curriculum guides students through foundational aspects of entrepreneurship, starting with the development of critical skills and mindsets essential for success in business ventures. Emphasizing creativity, problem-solving, and effective communication, students learn to identify market opportunities and formulate viable business ideas. They refine their ability to pitch these concepts, preparing them to navigate the initial stages of entrepreneurial endeavors with confidence. Moving into practical application, the curriculum shifts towards planning and launching a business. Students engage in writing detailed business plans that encompass market analysis, strategic marketing, financial planning, and legal considerations. They also delve into the process of product development, from conceptualization to prototyping and production, equipping them with the practical skills needed to execute their entrepreneurial visions effectively. This holistic approach ensures students not only understand the foundational principles of entrepreneurship but also gain hands-on experience in strategizing, planning, and managing business operations from inception through to growth.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Entrepreneurial Skills and Mindsets Idea Generating & Opportunity Recognition	Business Planning Product Development and Prototyping	Managing and Growing a Business Growth Strategies and Scaling
Key Skills	Self-Reflection and Improvement Time Management Presentation skills Collaboration Critical Thinking	Problem solving Researching Communication Creativity Networking	Brainstorming Entrepreneurial Mindset Poster Creation Target Market USP Presentation Skills
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

- <https://app.senecalearning.com/courses?Price=Free>
- [Resources on Microsoft Teams](#)



ART AND DESIGN

Our aims in the Art Dept for KS3 are:

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

COURSE OVERVIEW

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

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

Useful Websites:

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



PERFORMING ARTS

In Year 9, students have one hour of Performing Arts per week. In Term 1, students will attend either a whole term of Music or Drama (this will be communicated to students at the start of the academic year). In Term 2, students will swap and study the performing art they didn't do in Term 1.

By Term 3, we will be encouraging students to choose wither Music or Drama to study for the remainder of the year. This decision should be based on the subject that interests and excites them most! For students wanting to opt for Music or Drama for a GCSE in Year 10, they should ensure that their Term 3 choice reflects this.

COURSE OVERVIEW: MUSIC

Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Harmony & Musical Literacy</u> – Core Skills: Rhythm and Pitch Notation – working on Keyboards, understanding a melody, rhythm, pitch, chords, basic chord sequence for a pop song – I, IV, V. How do we find these chords and what is a triad? Pedal notes can be used for scaffolded learning, Two handed playing for extension. Reading Treble and Bass Clef.	Theme and Variations: using keyboards – or own instruments – what is a theme and variations and how to you compose your own. Can you notate it? Compose and perform your own theme and variation from a given theme.	What makes a good song: Introduction to song writing – hooks and riffs, Using a DAW how to create multiple tracks to create a song – using the keyboard as an interface Garage Band. Working collaboratively. Using different instruments and voice – e.g. Drums, Guitar, Voice, and creating backing tracks/ adapting backing tracks/ using DAW in arranging/ composition and performance.	Song Writing: Working in a group/ band – creating a song? – Garage Band – or appropriate DAW to be utilised. •Using Sibelius or other software – Student can use software that supports their learning most.	Introduction to Western Classical Music – Form, Genre, Style, Language – GCSE Content to be studied in term of listening, written work, structure, analysis, composing and performing. Including performance on student's own instrument of study.	Preparation for GCSE music Year 10



PERFORMING ARTS

ASSESSMENT: MUSIC

Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment of written and read skills on rhythmic and pitch notation, performance assessment on the keyboard. Melody and Chords. I, IV and V. Two handed playing where possible. Extension – Two handed playing reading more complex parts for Melody and Bass	Assessment of Composition Skills demonstrating an understanding of the structure of a Theme and Variations. Leadership and collaboration skills assessed through half term. Performance of students Theme and Variation. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	Students demonstrate their work through recording using Garage Band as more of a tool for arranging and analysing/ recording/ editing. Using Garage Band as a more serious DAW. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	Composing, Arranging and Editing skills are demonstrated in this half term project. Work on this will be assessed individually once submitted at the end of term. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	Listening. Students will demonstrate their understanding of the historical periods through identifying pieces from Baroque to Modern pop in listening and written assessment based on GCSE questions. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	Students will be assessed using GCSE Questions and the GCSE Curriculum in preparation for their GCSE. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.



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COURSE OVERVIEW: DRAMA

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



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 programme 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. This year the Mavericks will compete in the DASSA leagues against secondary schools across Dubai. The trials for these squads will take place during the initial weeks of 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 rounders.

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 24/25.

MSC (Moral, Social & Cultural Studies)

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

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

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



ADDITIONAL CURRICULUM INFORMATION *continued*

Wellbeing

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

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

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

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

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

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Core Intervention

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

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

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

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



PREPARING FOR GCSEs

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

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

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

GENERAL CERTIFICATE IN EDUCATION (GCSE)

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

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

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

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

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



PREPARING FOR GCSEs

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

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

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

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

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



PREPARING FOR GCSEs

OPTIONAL SUBJECTS

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

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

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

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

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

Our exam board providers are:





THE BTEC PATHWAY

BTEC (Business and Technology Education Council)

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

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

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

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

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

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

- Construction
- Engineering



Nurturing LEADERSHIP



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