

THE PREP SCHOOL

CURRICULUM HANDBOOK

Year 7

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



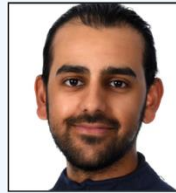
Tom Scorgie
Director of Sport
t.scorgie_mtw@gemsedu.com



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



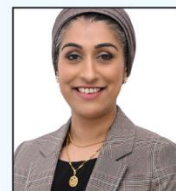
Ciara Kirby
Head of PE
c.kirby_mtw@gemsedu.com



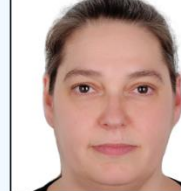
Carla Jiaquomi
Teaching & Learning Lead
Practitioner
c.jiaquomi_mtw@gemsedu.com



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 7

Dear Year 7 Parents,

First of all, I would like to extend to you a huge welcome to Prep School at GEMS Metropole Al Waha! I understand that the transition from Year 6 to Year 7 can be a time of change and uncertainty for both parents and children, but I want to assure you that we are here to support you every step of the way.

I have been at Metropole since it opened last August as a Drama teacher, and during the last academic year worked alongside Ms. Johnson Head of Key Stage 3 and Mr. Shah, Head of year 7 as I was a year 7 form tutor. Therefore, I am very familiar with the year 6 to 7 transition and am happy to assist you and the students along the way.. On a personal note, I am extremely excited to be stepping up to Head of Year 7 this year and look forward to working with you and your wonderful children.

Our curriculum is designed to provide students with a broad and balanced education. We offer a wide range of subjects, including English, Maths, Science, Arabic & Islamic, History, Geography, Modern Foreign Languages, and the Arts. We also have a strong focus on personal development, and we offer a variety of extracurricular activities, such as the Enrichment that allows students to develop their knowledge on a range of topics and subjects that they are interested in.. In addition to our academic program, we also offer a number of support services to help students succeed through our dedicated team of pastoral care staff, including school counsellors, who are available to provide support for students in times of difficulty.

I know that you are probably feeling a mix of emotions right now. Hopefully you and your child are excited about the new challenges and opportunities that Year 7 will bring, however I understand that you may also be feeling a little bit nervous about the changes that your child will be facing. Either way, I want to assure you that we are here to help you and your child through this transition - we will do everything we can to make sure that your child has a positive and successful experience in Year 7.

If you have any questions or concerns, please do not hesitate to contact me.

Warmest Regards,

Ms. Dominique Kingston
Head of Year 7





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)	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 7 students study, along with the time allocated on a weekly basis.

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



ENGLISH

The English curriculum at Metropole Al Waha follows the UK National Curriculum for England, tailored to accommodate our international students and align with national priorities. Our rich and diverse curriculum immerses students in essential knowledge, vocabulary, and experiences relevant to today's world.

In Year 7, students will engage in four hours of English per week. These sessions will enhance their ability to communicate and understand the English language in various contexts, building upon the solid groundwork laid in Key Stage 2. Each week, one lesson will be dedicated exclusively to reading, with tasks to help a variety of skills in English.

Students will develop their analytical and evaluative abilities by examining the techniques used in a range of captivating fiction and non-fiction texts. Additionally, they will refine their writing skills, learning to articulate their ideas effectively for different purposes and audiences.

How will students reading and writing skills be assessed?

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	Term 1a: All About Me This unit explores biographies and autobiographies, highlighting what makes us unique. It provides a smooth transition from Key Stage 2 and helps teachers understand their students individually. This module fosters self-expression and analytical skills.	Term 2a: Gothic Descriptive Writing Students will observe and explore extracts from gothic literature observing the writers' craft. Students will then utilize their new knowledge to plan, write and edit their own creative writing and develop their skills in using language methods appropriately.	Term 3a: A Study of Non-Fiction This unit allows students to explore a variety of non-literary text types, including advertisements, speeches, and letters. This module enhances analytical and critical thinking skills, fostering a deeper understanding of different communication forms. It also homes in on creativity as students create their own non-fiction text.
	Term 1b: Wonder By R J Palacio Students will develop a variety of reading strategies including close reading skills, Through their class novel, students will strengthen their reading comprehension, complex inferences, discussion on the world around them along with continuing to work on their writing skills.	Term 2b: Folktales and Myths from Around the World Folktales and Myths from Around the World unit immerses Year 7 students in diverse cultural stories, exploring moral lessons and universal themes. Students will read, analyze, and create folktales, fostering creativity, critical thinking, and cultural appreciation. This engaging unit enhances literacy skills and broadens students' understanding of global traditions and values	Term 3b: Media Studies Focuses on character and theme analysis, camera angles, and cinematic techniques. Students will use their creative skills to design a theme park based on the film and its central ideas, enhancing their analytical and creative abilities.
Assessment	Term 1a: Transactional piece of writing. Term 1b: Essay question based on an extract from the text studied.	Term 2a: Gothic Narrative / Description. Term 2b: Create your own folktales, set in their local or a modern context	Term 3a: Create non-fiction text about a given topic. Term 3b: Project based to create a theme park around central theme.

Useful Websites:

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



MATHEMATICS

In Year 7, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year 7 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem solving skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none">SequencesUnderstand and use Algebraic notationEquality and equivalencePlace value and ordering integers and decimalsFraction, decimal and Percentage equivalence	<ul style="list-style-type: none">Solving problems with addition and subtractionSolving problems with multiplication and divisionFractions & percentages of amountsOperations and equations with directed numberAddition and subtraction of fractions	<ul style="list-style-type: none">Constructing, measuring and using geometric notationDeveloping geometric reasoningDeveloping number sensePrime numbers and proofSets and probability
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:

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



SCIENCE

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

COURSE OVERVIEW

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

Curriculum

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 7A: Cells, tissues, organs, and systems <ul style="list-style-type: none">Life processesOrgansTissuesCellsOrgan systems	Chemistry 7F: Alkalies and acids <ul style="list-style-type: none">HazardsIndicatorsAcidity and alkalinityNeutralisationNeutralisation in daily life	Chemistry 7H: Atoms, elements and compounds <ul style="list-style-type: none">The air we breatheEarth's elementsMetals and non-metalsMaking compoundsChemical reactions
	Chemistry 7E: Mixtures and Separation <ul style="list-style-type: none">MixturesSolutionsEvaporationChromatographyDistillation	Physics 7J: Current Electricity <ul style="list-style-type: none">Switches and currentModels and circuitsSeries and parallelChanging the currentUsing electricity	Physics 7L: Sound <ul style="list-style-type: none">Making soundsMoving soundsDetecting soundsUsing soundComparing waves
	Term 1b	Term 2b	Term 3b
	Physics 7I: Energy <ul style="list-style-type: none">Energy from foodEnergy transfers and storesFuelsOther energy resourcesUsing resources	Chemistry 7G: The particle model <ul style="list-style-type: none">Solids liquids and gasesParticlesBrownian motionDiffusionAir pressure	Revision for end of year assessment
	Biology 7C: Muscles and bones <ul style="list-style-type: none">Muscles and breathingMuscles and bloodThe skeletonMuscles and moving	Physics 7K: Forces <ul style="list-style-type: none">Different forcesSpringsFrictionPressureBalanced and unbalanced	Project-based learning
Assessment	Written assessment every half term	Written assessment every half term	End of year assessment



PHYSICAL EDUCATION

Students in Year 7 will experience a broad and balanced curriculum that is designed to enhance all student's experience of Physical Education. It places an emphasis on being active and trying challenging new sports whilst also allowing students to start developing their understanding and knowledge of a healthy lifestyle. Students will experience an environment of enjoyment so they can achieve and grow in confidence whilst learning in a fun, competitive and inclusive setting.

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

In addition, students will be receiving a third hour of Sport that will place emphasis on a bespoke curriculum tailored to give students an opportunity to develop their specialism. There will also be a new approach that students will receive a unit of work from a Strength and Conditioning and Sport Nutritionist.

COURSE OVERVIEW

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

Useful Websites:

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



ISLAMIC STUDIES A

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

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

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

COURSE OVERVIEW

1. الوحي الإلهي (القرآن الكريم والحديث الشريف)	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
2. العقيدة الإسلامية.	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (١ - ١٢)	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (١٣ - ٢٢).	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (١٣ - ٢٢).	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة السجدة (٢٣ - ٣٠). (الصبر واليقين)	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة الملك (١٤-١).	حفظ وتلاوة وتفسير المعنى الإجمالي آيات سورة الملك (٣٠ - ١٥).
3. الأحكام الإسلامية ومقاصدها.	من وصايا الرسول -ص-	مواقف التسامح والرحمة والإنسانية من غزوة بدر الكبرى.	محاسبة النفس والمسؤولية.	معالم سيرة الإمام مالك واجتهاده في طلب العلم	آداب الدعاء	غزوة أحد
4. القيم والآداب الإسلامية.	حرمة المسلم.	التكافل وتطور المجتمع أركان وواجبات ومكروهات الصلاة.	من علامات الساعة (يوم القيامة) - عقيدة.	جوانب التسامح في الإسلام.	التفكير العلمي	صلاة التطوع
5. السيرة النبوية والشخصيات.	العمل التطوعي	أنواع السجود وأحكامها ومقاصدها.	الإمارات في خدمة العالم.	أنواع صيام التطوع من أدلتها الشرعية		
6. الهوية والقضايا المعاصرة.						
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

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

Useful Websites:

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



ARABIC A

يقوم منهاج الصف السابع 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، والمناهج مُقسمة إلى ثلاثة فصول، في كل فصل ستة أقسام وهي:

مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة تحليل النصوص المختلفة وتحديد الأسباب التي تربط بين الفكر أو المعلومات، التمييز بين الحجج والبراهين وبين الآراء القرائية وربطها بالكتاب المكتوب باللغة العربية.
مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة النصوص التفسيرية والاستجابة الأدبية، النصوص السردية مراعيًا الأفكار والتنظيم، وكتابة جملًا تتضمن الحقائق العلمية.
المفاهيم النحوية والبلاغة: يتعرف الطالب مفاهيم جديدة مثل (الجملة الاسمية والفعلية، المفعول المطلق، التركيب النعني، ضمائر الرفع المتصلة، التشبيه التام، الأساليب الإنشائية والخبرية) ويتذوق جمالياتها ويستخدمها في التعبير.
مهارة الاستماع: يستمع المتعلم إلى نص يتضمن آراء متعددة (ندوة إذاعية، حوار، مناظرة..) عن موضوع يتصل بقضية اجتماعية، وطنية، إنسانية موازنًا بين آراء المتحدثين مبدئيًا رأي بصراحة وبموضوعية.
مهارة التحديث: يقدم المتعلم عرضًا تقديميًا معلوماتيًا بطرائق واضحة ومنطقية، موظفًا الكلمات المناسبة للموقف معتمدًا على تنوع الجملة اللغوية التي تناسب الموقف والتي تشمل: (لغة الحجة والإقناع والبرهان، واللغة المجازية)، مظهرًا فهمًا للموضوع مستخدمًا اللغة العربية الفصيحة المؤيدة التي تناسب الموقف.

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلم
Term 1 Content	الموضوعات: "مهارة القراءة" قصيدة "حبيبي يا رسول الله" قصيدة "حلم وجهل" قصيدة "رحمة للعالمين" ندوة "العمل" التطوع في الإمارات البلاغة: الأساليب الإنشائية والخبرية التشبيه التلم الكتابة الإبداعية: كتابة النص السردى باستخدام تقنيات (الحوار، السرد، الوصف). كتابة رسالة ودية مراعيًا عناصر الرسالة (البسلة، التاريخ، المرسل إليه، المرسل التحية الافتتاحية، التحية الختامية، المرسل- التوقيع)	الموضوعات: "مهارة القراءة" - قصيدة مجد الإمارات. نص معلوماتي "كن أكثر وعيًا بغضبك" قصيدة: ثلاثة أسئلة استماع "البحارة والدب" نص معلوماتي "مكتبة محمد بن راشد" اللغة والتحو: الجملة الاسمية الجملة الفعلية المفعول المطلق تركيب العطف الكتابة الإبداعية: كتابة نصوص وصفية سردية الرسالة الودية النصوص التفسيرية استجابات أدبية	يستنتج المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. يعين ركزي الجملة الاسمية ويضبطها ضبطًا صحيحًا. يكتب نصوصًا وصفية أو سردية ويربط بين الأفكار بشكل متماسك. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية ذاكرا الدليل الذي يدعم تحليله من النص. - يُفسر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي بما في ذلك المعاني الدلالية والدلالية. - يحدد المتعلم أوجه التشابه والاختلاف بين أسلوبين لمؤلفين، محدداً الفروق المتعلقة بكيفية عرض كل منهما للموضوع أو الحدث. يقارن المتعلم بين النصوص الشعرية أو النثرية مع نصوص خارجية وفق المعايير يكتب نصوصًا سردية تلي اهتمامات القراء محدداً غرضًا واضحًا للكتابة مطورًا الموضوع بتفاصيل داعمة وفقرة ختامية، مستخدمًا الأفعال والأسماء والصفات من خلال معجم الترادفات. يكتب رسالة إلى صديقه متضمنة جميع العناصر الأسلية (البسلة - التاريخ، المرسل، المرسل إليه، التحية يكتب المتعلم نصوصًا تفسيرية (وصف، شرح، مقارنة ومقابلة، مشكلة وحل) ليعرض وجهة نظره التي تناولها مقدمًا أدلة مقنعة وأمثلة وتفاصيل.

Useful Websites:

- www.mawdoo3.com
- www.madrassa.org



ARABIC A

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

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



ARABIC B

In Year 7, the Arabic B curriculum aims to cover different levels to meet the student's needs, students will build new concepts about many topics and they will develop the language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will learn new vocabulary and build strong base in asking and answering questions about key details in texts and reading aloud. Students will present learnt information orally or through other media. In addition, students learned how to write paragraphs applying new grammar concepts.

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	Unit: Work and Money	Unit: Buying and selling	Unit: Tourism	Unit: Traveling	Unit: Celebrations	Unit: My daily routine
Content	<ul style="list-style-type: none"> Needs and desires Trading in the past and now 	<ul style="list-style-type: none"> Cash or Card Using ATM machine steps 	<ul style="list-style-type: none"> tourist destination president or visitor 	<ul style="list-style-type: none"> Why I travel ? Getting ready for the trip 	<ul style="list-style-type: none"> Birthday new year 	
	Grammar: Exclamation style – future tense - past tense – connectives <ul style="list-style-type: none"> questions tools linguistic structures.	Grammar: connectives - linguistic structures	Grammar: <ul style="list-style-type: none"> exclamation style 	Grammar: linguistic structures- connectives	Grammar: linguistic structures- connectives	Grammar: <ul style="list-style-type: none"> connection-ordinal words
	Writing Skills: <ul style="list-style-type: none"> students will write about their needs and desires using different tenses (future – past) using opinion expressions . students will write a text about trading in the past and now using pas tenses – exclamation expressions 	Design a mind map about ATM machine - - Students will write a steps of using ATM machine	<ul style="list-style-type: none"> pronouns – present, past & future tenses – Writing Skills: <ul style="list-style-type: none"> students will write about their trip to Dubai – Paris using (future – past) using opinion expressions . students will comparison and they have to follow the comparison criteria 	Writing Skills: <ul style="list-style-type: none"> students will do check list including the priorities s s while traveling 	Writing Skills: <ul style="list-style-type: none"> students will write invitation letter the student will write text about their celebrations 	<ul style="list-style-type: none"> present, past & future tenses- negative form
	Writing Skills: <ul style="list-style-type: none"> students will write narrative text about their daily routine 					



GEOGRAPHY

The Humanities subjects of Geography and History are taught for 1 lesson per week. Students study Geography in Term 1, History in Term 2, then a combination of both subjects in Term 3. For Geography, students will study an array of topics within 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. During Humanities lessons, students study the Social Studies curriculum, which blends well.

Useful Websites: BBC Bitesize: <https://www.bbc.co.uk/bitesize> and National Geographic: <https://www.nationalgeographic.com/>,

Course Overview (summary of topics covered in Geography):

Geography
<p>What is Geography?</p> <ul style="list-style-type: none">▪ Intro to Geography: Physical, Human and Environmental categories and the key features
<p>Map Skills</p> <ul style="list-style-type: none">▪ Longitude & Latitude▪ Creating a Map▪ Map Symbols▪ Grid references▪ Types of Geography▪ Environmental Quality▪ Choropleth Map
<p>Sustainability and Livability</p> <ul style="list-style-type: none">▪ Exploring the different aspects of sustainability▪ Sustainability Vs Livability▪ Application Project
<p>Oceans</p> <ul style="list-style-type: none">• Location• Importance• Uses and threats• Coral Reefs
<p>Rainforests</p> <ul style="list-style-type: none">• Location• Importance• Uses and threats• Plant and animal adaptation• Application Project
Students will have a range of assessments which are written, presentations, and project work.



HISTORY

By asking the question 'What is History?', students in Year 7 will be introduced to the concepts essential for the study of the subject: chronology; causation and consequence; change and continuity; significance and interpretation. They will also learn the vital source analysis skills used by historians. The second topic in Year 7 will develop their knowledge and understanding of the Norman conquest of England and the impact on society. The second term will investigate the reigns of selected medieval kings to look at the problems they experienced in matters of Church and State. The final term will focus on medieval society and draw comparisons with our own lives today. In particular there will be a focus on medicine and attitudes to crime.

Useful Websites: BBC Bitesize: <https://www.bbc.co.uk/bitesize> and School History: <https://schoolhistory.co.uk/>

Course Overview (summary of topics covered in History):

History

What is History?

- Intro to History: Chronology, Significance, Primary and Secondary Sources, Evidence

Norman Conquest:

- Life in England in 1066
- Why was there a problem of succession?
- Battle of Stamford Bridge
- Battle of Hastings
- Why did William win the Battle of Hastings?

Norman Methods of control:

- Feudal System
- Domesday Book
- Castles & changes in castles throughout the Medieval Period (Castle project)

Silk Road and Black Death:

- What was the Silk Road?
- China
- India
- Middle East
- Turkey
- Italy
- Causes of the Black Death
- Treatments and preventions
- Impact of the Black Death

Students are assessed throughout the course with essay style questions as well as source questions which use the skills developed over the course.



MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH

Students in Year 7 can choose to study either French or Spanish throughout Key Stage 3. If a student has studied either French or Spanish previously, they should continue to learn the same language at Metropole School. For fluent and advanced speakers of French or Spanish, students should choose to study the language that they are less proficient in to widen their linguistic skills. Unfortunately, students are not allowed to switch between languages.

In Year 7, students will develop language learning skills of listening, speaking, reading and writing by studying a broad range of topics. This varied approach will also encourage students to independently evaluate their performance in the various course elements, and it will regularly give them time to work on their identified areas for improvement allowing for personalised learning and feedback.

We strive for all students to analyse, to take risks, and to question language. It is these teaching methods which help to infuse resilience and understanding within our students. In line with the school's vision, it is our belief that these attributes enhance students' opportunities to travel, work, and to become the international leaders of tomorrow. All our lessons are taught mainly in the target language and our students are encouraged from the start to reply in the target language.

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

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



MODERN FOREIGN LANGUAGES (MFL) – FRENCH & SPANISH *continued*

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

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none">Introducing yourselfNumbers ,days, months of the yearUsing 'Tener' (To have)Describing yourself, friends and family personalities and physical traitsUsing "Ser" (To be)The weather: Describing daily weather and understanding weather forecastsLikes and DislikesThe verb 'gustarse'- to like	<ul style="list-style-type: none">Describing where you liveHousekeepingPetsBuilding and shops in a city / townSaying what you can do in the area where you liveRegular present tense verbs	<ul style="list-style-type: none">House and furnitureCreating your dream homeDescribing your bedroomTimeSchool / school subjectsPastimes / hobbiesHolidaysTo ask and answer questions about what you like to do on holidaysA day at the beachHow to order an ice cream at the beachFoodOrdering food in a restaurantCreating shopping listsDesigning a healthy meal plan
Assessment	Reading, Speaking, Listening, Writing, Grammar Role plays, Scrap book assignments.		

Useful Websites:

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

Textbook used: 'Que Pass' by EDCO publishers



ICT AND COMPUTING

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

COURSE OVERVIEW

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

Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>
- https://replit.com/languages/python_turtle



ENTREPRENEURSHIP

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

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Creativity Instant Business	Possible Path World Class Designer	Next Big Game Project
Key Skills	Financial Literacy Time Management Presentation skills Collaboration Critical Thinking	Problem solving Researching Communication Creativity Networking	Brainstorming Games Design Poster Creation Target Market 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://scratch.mit.edu/projects/editor/?tutorial=getStarted>
- https://replit.com/languages/python_turtle



ART AND DESIGN

Our main aims in the Art Dept for KS3 are:

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

Implementation

KS3 art starts with teaching the formal elements of Art. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. These elements are developed and built upon so that the skills and applications that students acquire become more complex and accomplished over the course of KS3. Across KS3 SOW are intended to develop students in a number of ways so they may make a smooth transition to KS4. The curriculum allows for key skills, knowledge and techniques to be revisited over the three years in a variety of ways, to build upon what has been learnt and to ensure this is embedded as far as possible for all learners.

COURSE OVERVIEW

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

	Term 1	Term 2	Term 3
Content	VANS Project: In Term 1, students embark on an artistic journey exploring the formal elements of drawing. Through a diverse range of materials, they expand their understanding of this fundamental skill. Focusing on shading and line drawing, students cultivate their abilities and create meaningful artworks that align with the chosen theme. This process enables them to develop their artistic skills and explore their creative potential through the medium of drawing.	Portraits: Students are introduced to the fundamental elements of drawing and explore various materials to expand their understanding. They develop skills in shading, line drawing, and mastering correct facial proportions, all while focusing on the study of portraits. This comprehensive approach equips students with essential artistic abilities and techniques within the context of portraiture.	Landscapes: In the exploration of landscapes, students will be inspired to blend and mix various mediums such as oil pastels, colored pencils, and watercolors. They will focus on creating tone and texture, emphasizing composition and planning as crucial aspects of the project. By studying the works of relevant artists, students will deepen their understanding of depth, tone, and color, enriching their artistic skills and appreciation for the natural world.
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>
- <https://www.pinterest.com>



PERFORMING ARTS

In Years 7 – 8, students have lessons in the following two subjects: Music and Drama. Each subject is taught by a specialist teacher in that area. Performing Arts lessons focus on practical skill sets and are each taught for one hour per week.

COURSE OVERVIEW: MUSIC

Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>The Elements of Music and Voice:</u> Core Skills: Rhythm and Pitch notation: Keyboards: learning to apply Core Skills through playing the Keyboard – learning to Map the Keyboard and read basic music notation. To include Rhythmic Notation, Pitch Notation – Treble and Bass Clef. Bar Time and Musical Terms/ language/ words. Developing our Singing Voice.</p>	<p><u>Keyboard Skills:/ Winter Concert preparation??</u> <u>Voice</u> continued: Application and deeper understanding of Core Skills. Keyboards: reading, including composing and performing a melody. Extension – adding chords and chord sequence.</p>	<p><u>Samba Grooves</u> Exploration of Samba, it's historical context and rhythmic patterns. How this music can be performed as part of a group. Notation and Rhythm Composition and Performance Progress Check: Performance of Polyrhythmic Samba Grooves. Students should be able to hold their own part against others in an Ensemble. Students can demonstrate reading Notation to be able to play as part of a group.</p>	<p><u>Instruments of the Orchestra Building on:</u> KS2 Music Model Curriculum Listening and Appraising. Understanding Sonority and Pitch Exploring different musical genres of classical music from 1600 to present day and the ability to identify different instruments within the orchestra. Understanding the different families within and orchestra and the differing timbres achieved. How instruments can be layered to create different sounds. Also continued learning of Rhythmical elements, Pitch elements, Musical Terminology.</p>	<p><u>Rhythms of the World – African Drumming</u> This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Students explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music. Students are also introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation. using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.</p>	<p><u>Keyboard Skills and Vocal Works:</u> Revisiting our understanding of notation, also include structure, form, different genres. Ensemble playing – bands, popular song. Chords, Playing a Bass line and Melody together, Pedal Notes – scaffolded learning, Playing two handed for extension activities.</p>



MUSIC *continued*

Assessment					
Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment of understanding of Core Skills – theory, listening and short performance assessment	Creative performance assessment – application of Theory, Core Skills – through written and performance of rhythm and pitch.	This topic will be assessed by listening to students perform different rhythmic patterns and identifying if they can play their part independently against another. Short written test to demonstrate they have gained understanding and knowledge of the historical context of this music.	Listening test on the instruments of the Orchestra. Students will listen to different instruments and answer questions to identify instruments and their families. This will also include Recall and Connect questions about rhythm and notation from Term 1.	Through performance in class as assessment, demonstrating rhythmic understanding as well as knowledge of origins of this type of drumming,	Exam: Listening and written test at the end of the year to cover topics from the year – identify what has been retained/ understood.

Useful Websites:

- www.soundtrap.com
- www.musicalfuturesonline.org
- <https://musiclab.chromeexperiments.com/Song-Maker/>
- <https://musiclab.chromeexperiments.com/Rhythm/>
- <https://musiclab.chromeexperiments.com/Chords/>
- <http://www.musictheory.net/>
- <http://www.classicsforkids.com/>
- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>



PERFORMING ARTS

COURSE OVERVIEW: DRAMA

Content	Drama
	<p>Introduction to Drama Students will be introduced to drama skills , techniques and will develop their ability to story tell.</p> <p>Fairytales and Pantomime Students learn what a fairy tale is and create their own. They then adapt this into a pantomime by adding in audience participation</p> <p>Physical and vocal skills Students further develop their knowledge on key drama skills and how to apply them to create different characters.</p> <p>A Mid-summer Nights Dream Students develop their knowledge on Shakespeare and apply their knowledge to one of his plays.</p> <p>Musical Theater Students will learn about the different roles and responsibilities within theatre. They will focus on ' The Lion King' and perform different parts of the script.</p> <p>Devising – Props Students learn how to devise a performance using a stimulus and some teacher guidance to help develop their creativity skills.</p>
Assessment	Practical Performances – video or audio recording taken when appropriate

Useful Websites:

- www.nationaltheatre.org.uk
- <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- <https://www.kidactivities.net/drama-games-and-activities>
- <http://www.sfskids.org/>



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.



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