



## CURRICULUM HANDBOOK

Year 8

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



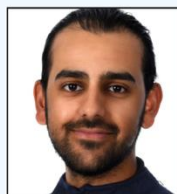
**Tom Scorgie**  
Director of Sport  
t.scorgie\_mtw@gemsedu.com



**Charmaine Hale**  
Director of Curriculum and  
Innovation  
c.hale\_mtw@gemsedu.com



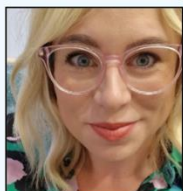
**Adam Little**  
Head of Maths  
a.little\_mtw@gemsedu.com



**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 8

Dear Year 8,

Welcome to a new and exciting chapter in your Active Prep School journey. We are thrilled to welcome both returning and new students to MTW for Year 8.

At MTW, we are committed to creating a positive and inclusive learning environment that values diversity, promotes critical thinking and curiosity, and encourages active participation. As Year 8 students, you'll have the chance to explore a variety of subjects, delve deeper into your interests, and build on the knowledge gained in Year 7.

Throughout this academic year, you'll participate in a variety of academic, enrichment and co-curricular activities designed to enhance your skills, broaden your horizons, and promote resilience, respect, kindness & teamwork.

Additionally, engaging in sports, Performing Arts, Maverick Squads, ECA clubs, **Entrepreneurship development**, leadership and community initiatives will help you develop valuable life skills, develop physical abilities and passions while creating lasting memories and friendships.

As you progress through Year 8, I encourage you to keep a positive mindset, view challenges as opportunities for growth, and strive for excellence in all your endeavors. Don't hesitate to reach out for advice, clarification, or support whenever you need it.

I also urge you to embrace new challenges with a growth mindset. Learn and grow from your mistakes, and continuously strive to be the best version of yourself. Take risks in your learning by trying something new, participating in competitions, or volunteering to answer questions. Approach residential trips and excursions with a sense of adventure, fostering teamwork and making new friends.

Cherish the friendships you form and the memories you create and be an active participant in your learning journey. Once again, a warm welcome to you all. I look forward to the journey ahead. Enjoy your year, be kind to one another, and I cannot wait to work with each of you.

Yours sincerely,

**Mr Mustahsan Shah**

Head of Year 8





## 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 8 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 and B	3	180
Geography & Social Studies	1	60
History & Social Studies	1	60
French	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.

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

Students will hone their analytical and evaluative skills, exploring writer's craft through a variety of engaging and increasingly challenging texts ranging from postmodern literature 'A Monster Calls' to Travelers Tales; a range of non fiction texts. They will also further develop their skills as writers, honing their ability to craft ideas for a wide range of purposes and audiences.

### How will students reading and writing skills be assessed?

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

#### Reading:

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

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

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

#### Writing:

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

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



## ENGLISH *continued*

### COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<b>Term 1a: Travellers' Tales</b> After their travels during the summer, students will be introduced to their Year 8 English course by reading a range of travel writing texts from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> Century. They will begin with practising their comprehension and inference skills and then they will have the opportunity to create their own piece of travel writing to consolidate their knowledge and understanding of the genre.	<b>Term 2a: Introduction to Shakespeare</b> Students explore plays as a literary form, delving into extracts from a range of his works. Through focused analysis, they develop an understanding of themes, language, and dramatic techniques. This foundation enhances their appreciation of Shakespeare's impact on literature and prepares them for deeper study of his plays.	<b>Term 3a: Communication Through Technology</b> Students will explore how technology influences modern communication. Students will analyze digital texts, examine the impact of social media, and create multimedia projects. The module enhances digital literacy, critical thinking, and effective communication skills with a strong consideration of our modern technological world around us.
	<b>Term 1b: A Monster Calls by Patrick Ness</b> 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.	<b>Term 2b: Identity Poetry</b> Explore identity and its cultural struggles through poetry. Students will analyze poetic techniques, examine cultural narratives, and engage in creative projects, enhancing their understanding of identity and honing their analytical and creative writing skills.	<b>Term 3b: Dragons Den</b> Focuses on creating sustainable brands and products. Emphasizing speaking and listening skills, students develop persuasive pitches, analyze marketing strategies, and explore sustainability. This module enhances communication and critical thinking as well as honing in on students creative skills.
Assessment	Term 1a: Analysis of writer's language based on an extract and a written piece of travel writing.  Term 1b: Essay question based on an extract from the text studied.	Term 2a: Extract Based Analysis  Term 2b: Comparative Analysis essay based on the theme of identity.	Term 3a: Written Podcast Speech and Delivery.  Term 3b: Speaking and Listening sales pitch delivery.

### Useful Websites:

- [www.senecalearning.com/en-GB/](http://www.senecalearning.com/en-GB/)
- <https://www.century.tech/>
- [www.commonlit.org/en](http://www.commonlit.org/en)



## MATHS

In Year 8, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year 8 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"><li>Ratio and scale</li><li>Multiplicative change</li><li>Multiplying and dividing fractions</li><li>Working in the Cartesian plane</li><li>Representing data</li><li>Tables and probability</li></ul>	<ul style="list-style-type: none"><li>Brackets, equations and inequalities</li><li>Sequences</li><li>Indices</li><li>Fractions and percentages</li><li>Standard index form</li><li>Number sense</li></ul>	<ul style="list-style-type: none"><li>Angles in parallel lines and polygons</li><li>Area of trapezia and circles</li><li>Line symmetry and Reflection</li><li>The data handling cycle</li><li>Measure of location</li></ul>
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](http://www.khanacademy.org)
- <https://www.century.tech/>
- [www.bbc.com/education/subjects/zqhs34j](http://www.bbc.com/education/subjects/zqhs34j)
- [www.corbettmaths.com](http://www.corbettmaths.com)



## SCIENCE

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

### COURSE OVERVIEW

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

#### Curriculum

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](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](https://keystagewiki.com/index.php/Science_Key_Stage_3)



## SCIENCE *continued*

### COURSE OVERVIEW

Content	Term 1a	Term 2a	Term 3a
	<b>Biology</b> <b>8A: Food and nutrition</b> <ul style="list-style-type: none"><li>Nutrients</li><li>Uses of nutrients</li><li>Balanced diets</li><li>Digestion</li><li>Absorption</li></ul>	<b>Chemistry</b> <b>8F: The Periodic table</b> <ul style="list-style-type: none"><li>Dalton's atomic model</li><li>Chemical properties</li><li>Mendeleev's table</li><li>Physical trends</li><li>Chemical trends</li></ul>	<b>Physics</b> <b>8K: Energy transfers</b> <ul style="list-style-type: none"><li>Temperature changes</li><li>Transferring energy</li><li>Controlling transfers</li><li>Power and efficiency</li><li>Paying for energy</li></ul>
	<b>Chemistry</b> <b>8E: Combustion</b> <ul style="list-style-type: none"><li>Burning fuels</li><li>Oxidation</li><li>Fire safety</li><li>Air pollution</li><li>Global warming</li></ul>	<b>Physics</b> <b>8J: Light</b> <ul style="list-style-type: none"><li>Light on the move</li><li>Reflection</li><li>Refraction</li><li>Cameras and eyes</li><li>Colour</li></ul>	<b>Chemistry</b> <b>8H: Rocks</b> <ul style="list-style-type: none"><li>Rocks and their uses</li><li>Igneous and metamorphic</li><li>Weathering and erosion</li><li>Sedimentary rocks</li><li>Materials in the Earth</li></ul>
	Term 1b	Term 2b	Term 3b
	<b>Physics</b> <b>8I: Fluids</b> <ul style="list-style-type: none"><li>The particle model</li><li>Changing state</li><li>Pressure in fluids</li><li>Floating and sinking</li><li>Drag</li></ul>	<b>Biology</b> <b>8D: Unicellular organisms</b> <ul style="list-style-type: none"><li>Unicellular and multicellular</li><li>Microscopic fungi</li><li>Bacteria</li><li>Protocists</li><li>Decomposers and carbon</li></ul>	<b>Physics</b> <b>8L: Space</b> <ul style="list-style-type: none"><li>Gathering the evidence</li><li>Seasons</li><li>Magnetic Earth</li><li>Gravity in space</li><li>Beyond the Solar System</li></ul>
	<b>Biology</b> <b>8C: Breathing and respiration</b> <ul style="list-style-type: none"><li>Aerobic respiration</li><li>Gas exchange system</li><li>Getting oxygen</li><li>Comparing gas exchange</li><li>Anaerobic respiration</li></ul>	<b>Chemistry</b> <b>8G: Metals and their uses</b> <ul style="list-style-type: none"><li>Metal properties</li><li>Corrosion</li><li>Metals and water</li><li>Metals and acids</li><li>Pure metals and alloys</li></ul>	Revision for end of year assessment and project-based learning
Assessment	Written assessment every half term	Written assessment every half term	End of year assessment





## PHYSICAL EDUCATION

Students in Year 8 will continue experiencing a broad and creative curriculum that has been thoroughly mapped so experiences and prior learning can continue to be built and further developed. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

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

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

## COURSE OVERVIEW

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

### Useful Websites:

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



## ISLAMIC STUDIES A

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

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

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

## COURSE OVERVIEW

1. الوحي الإلهي (القرآن الكريم والحديث الشريف)	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
2. العقيدة الإسلامية.	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق ( ١ - ١١ )	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق ( ١١ - ١٥ ).	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق ( ١٦ - ٣٠ ) الخلاق العليم.	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة ق ( ١٦ - ٣٠ ) الخلاق العليم.	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة الرحمن ( ١ - ١٥ ).	حفظ وتلاوة وتفسير المعنى الإجمالي لأيات سورة الرحمن ( ١٦ - ٣٠ ).
3. الأحكام الإسلامية ومقاصدها.	تحت ظل الرحمن.	غزوة الأحزاب	التوبة	معالم سيرة الإمام أبو حنيفة وأثره في الفقه الإسلامي.	الدين يسر	التعايش
4. القيم والآداب الإسلامية.	أدلة وحدانية الله تعالى.	صلاة المسافرين والمريض	كفالة اليتيم	العمل عبادة	التواضع	الحضارة العربية والإسلامية
5. السيرة النبوية والشخصيات.	مراقبة الله تعالى.	التيمم والمسح على الخفين.	صلاة التطوع - صلاة الليل والضحي.	(مشكلة الفقر في العامل الإسلامي) - الربط بأهداف اليونسكو للتنمية المستدامة.	التفكير في الإسلام	
6. الهوية والقضايا المعاصرة.	سنن الفطرة.	الغسل	مشروع غزوات الرسول كلها دفاعية.			
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](http://www.seraj-uae.com)
- [www.youtube.com/c/One4kids-Zaky](http://www.youtube.com/c/One4kids-Zaky)
- [https://quran411.com/](http://https://quran411.com/)
- [https://sunnah.com/](http://https://sunnah.com/)
- [https://apps.apple.com/ae/app/islamic-treasures/id1581310984](http://https://apps.apple.com/ae/app/islamic-treasures/id1581310984)
- [https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en](http://https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en)



## ISLAMIC STUDIES B

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

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

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

## COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
1. Divine Revelation (Quran & Hadith).	Memorization, recitation, and interpretation of the overall Meaning of the verses of Surah Qaaf (1-11).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (11-15).	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (16 - 30), ((Allah the Absolute creator and the All-Knowing.))	Memorization, recitation, and interpretation of the overall meaning of the verses of Surah Qaaf (16 - 30), ((Allah the Absolute creator and the All-Knowing.))	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Al-Rahman (1-15).	Memorization, recitation, and interpretation of the overall meaning of verses from Surah Al-Rahman (16-30).
2. Islamic Beliefs	Under the Shade of Allah.	The Battle of the Confederates (Al Ahzab).	Repentance.	Key aspects of the life of Imam Abu Hanifah and his impact on the Islamic Law.	The Religion is ease.	Coexistence among people.
3. Islamic Rulings and its Objectives.	The Evidences of the Oneness of Allah.	Tayammum (Dry Ablution) and Wiping over Khuff (Thick Socks)	Taking care of the orphans.	Work is an act of Worship.	Humbleness.	The Arab and Islamic Civilization.
4. Islamic Values and Manners.	Sunan Al-Fitrah (Natural acts of Cleanliness)	Ghusul (Full Islamic Shower)	Voluntary Prayer (the Night & Duha prayers)	(PROJECT): Poverty in the Muslim World - Linked to UNESCO SDGs.	Thinking in Islam.	
5. Prophet's Biography & Characters.	Observance of Allah.		(PROJECT): Prophet's battles were all defensive.			
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](http://www.seraj-uae.com)
- <https://sunnah.com/>
- <https://apps.apple.com/ae/app/islamic-treasures/id1581310984>
- [www.youtube.com/c/One4kids-Zaky](https://www.youtube.com/c/One4kids-Zaky)
- <https://play.google.com/store/apps/details?id=com.royaltechni.kidsapp&hl=en>
- [https://quran411.com/](http://https://quran411.com/)



## ARABIC A

يقوم منهاج الصف الثامن 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 وجهات 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، والأغراض البلاغية للجمال الإنشائية والخبرية، ) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل ( علامات إعراب الاسم الأصلية والفرعية، العدد والمعدود، إعراب المثنى وجمع المذكر السالم والأسماء الخمسة )

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: التنغيم، والنبر، والإيماء، والإشارات...، ويشارك بفعالية في عروض رسمية كالخطب والمناقشات العلنية والمناظرات، كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة.

## COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: قصيدة (لامية الطغراني) قصة (الضحك آخر الليل نص معلوماتي (تاريخ التدفئة) الموضوعات: "مهارة التحدث والاستماع" الاستماع: "قمة في حجم بيضة" المحادثة: تقديم عرض حول الأسواق. اللغة (النحو والبلاغة): علامات إعراب الاسم الأصلية والفرعية الأغراض البلاغية للجمال	الموضوعات: "مهارة القراءة" قصيدة "قوة العلم أسواق شعبية من العالم (نص معلوماتي) مرض الورق ( قصة ) قصيدة (إشراق وطن) الموضوعات: "مهارة التحدث والاستماع" نص استماع: "عالم الطباعة بين القديم والحديث المحادثة: العمل التطوعي اللغة (النحو والبلاغة): الجملة والتركيب إعراب المثنى وجمع المذكر السالم الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام).	يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه. - يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يتميز به كل نوع. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). - يفسر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. - يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). - يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. - يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلًا أو أكثر. - يقارن المتعلم بين نصين شعريين وفق المعايير ملتزمًا باللغة العربية الفصحى . - يستنتج علامات إعراب الاسم الأصلية والفرعية في الجملة الاسمية والفعلية. - يستنتج الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام). يقارن المتعلم بين الجملة والتركيب. يتعرف المتعلم إعراب المثنى وجمع المذكر السالم. يتعرف المتعلم التشبيه التام وينتججه في جمل من إنشائه. يكتب سيرة غريبة أو ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف (فيزيائي مادي)، وصف الخلفية، المقارنة بين الشخصيات. - يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناوّلها مقدمًا أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتلملًا في أبعاد النص منطقيًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
	الكتابة الإبداعية: السيرة الذاتية النص السردى (وصف الشخصية) النص التفسيري الاستجابة الأدبية النص الإقناعي	الكتابة الإبداعية: الاستجابة الأدبية النص التفسيري النص الإقناعي	



## ARABIC A *continued*

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





## ARABIC A *continued*

Term 3 Content	Term 3A	Term 3B	نواتج التعلّم
	الموضوعات: "مهارات القراءة" النص الأدبي (رسالة إلى أمي) ماذا تعرف عن الصحراء؟ الموضوعات: "مهارات التحدث والاستماع" استماع: الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعدود الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري إعراب المثنى وجمع المذكر السالم والأسماء الخمسة (تعزير) المفعول له تعزير الكتابة الإبداعية: النص الإقناعي نصاً سردياً.	الموضوعات: "مهارات القراءة" - الفصل الأول من رواية أحلام لييل السعيدة. الفصل الثاني من رواية أحلام لييل السعيدة. الفصل الثالث من رواية أحلام لييل السعيدة. الفصل الرابع من رواية أحلام لييل السعيدة. الموضوعات: "مهارات التحدث والاستماع" استماع: السراب محادثة: ما المكان الأفضل للحيوانات؟ الأقفاص أم الطبيعة؟ اللغة (النحو والبلاغة): ضمائر النصب المتصلة. التشبيه المجل والمؤكد المبني للمجهول نائب الفاعل تعزير المفعول له الكتابة الإبداعية: ورقة بحثية الكتابة الوظيفية استجابة أدبية لشخصية	يبين المعنى الإجمالي للنص، موضحاً الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. يحلل المتعلم الرواية إلى عناصرها، مبيّناً كيف رتب المؤلف أحداثها مثل: (استخدام الحكايات المتوازية، والتلاعب في الزمن وزيادة سرعة الأحداث.....) يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، .... ومواقف). يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. بحل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة والأسلوب. يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحاً حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من 1-10 مراعي أحوالهما في التوظيف. يتعرف التشبيه التام وينتج في جمل من إنشائه. يتعرف المتعلم الفعل المبني للمجهول والمبني للمعلوم يوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمانياً ومكانياً، مختاراً وجهة نظر مناسبة للقصة، مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرها في قراءته تفسيراً وتاملاً في أبعاد النص منظماً تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب ورقة بحثية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
Assessment	يتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، وفي نهاية كل فصل دراسي سيجري الطلبة اختباراً يقيس مستوى الطلبة في المهارات اللغوية الأربع.		



## ARABIC B

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

### COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	<b>Unit: Tolerance and Coexistence</b> <ul style="list-style-type: none"> <li>no bullying</li> <li>tolerance</li> <li>my strange friend</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>صيغ المبالغة ( التفضيل - صيغ المبالغة - التعجب )</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will write about the reasons and the impact of bullying, also they will create posters for no bullying signs to distribute it inside school and out.</li> <li>students will write about the value of tolerance in our life and how it reflects in the society.</li> <li>students will write about coexistence in UAE, how it make all of us living in great community.</li> </ul>	<b>Unit: Emotions</b> <ul style="list-style-type: none"> <li>happiness</li> <li>anger</li> <li>the hunger</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>exclamation style</li> <li>pronouns</li> <li>connection</li> <li>present, past, future tenses</li> <li>negative</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>Rewrite a biography of someone.</li> <li>Writing a text about how we can make people around us happy.</li> <li>Write a paragraph about what I feel about myself if I am an optimistic person or pessimistic and why?</li> <li>Write a recipe about a plate or a dish you like.</li> <li>Write a text, how parents react toward their kid's behavior and how they deal with their anger.</li> </ul>	<b>Unit: The Environment</b> <ul style="list-style-type: none"> <li>forest</li> <li>environment protection</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>الحملة الاسمية والفعلية</li> <li>الفعل الماضي</li> <li>أدوات الربط ( لأن - لكن - كذلك - بينما )</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>Write a paragraph describing the importance of forests</li> <li>Causes of pollution and how to protect the environment.</li> </ul>	<b>Unit: Environment and Technology</b> <ul style="list-style-type: none"> <li>power resources</li> <li>Emirates Mars mission</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>present, past, future tenses</li> <li>singular, dual, plural</li> <li>exclamation style</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>students will write about using technology to safe our environment.</li> <li>students will write about Emirates Mars Mission.</li> </ul>	<b>Unit: Proud of my country</b> <ul style="list-style-type: none"> <li>roles models in my life</li> <li>volunteering</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>the connected pronouns ( الضمائر المتصلة )</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>Write a paragraph about his role model</li> <li>Comparison between good and bad role model</li> <li>write about a real experience in volunteering, and the impact of that on the student and on the society.</li> </ul>	<b>Unit: Advertising and Economics</b> <ul style="list-style-type: none"> <li>advertising</li> <li>food and drinks</li> <li>clothing</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>أسلوب النفي</li> <li>أدوات الاستفهام</li> <li>أدوات الاستفهام</li> </ul> <b>Writing Skills:</b> <ul style="list-style-type: none"> <li>Designing a specific ad in a way that leads people to read and pay attention to it.</li> <li>Writing a topic about diet for health.</li> <li>Compare clothes in your country and in the Emirates</li> <li>Describe the appropriate work clothes from your point of view, explaining the reason for your selection</li> </ul>
Assessment	The students will be assessed at the end of each unit, and will have an end of term Assessment.					



## HISTORY

### HISTORY

Students study one hour of History and one hour of Geography per week. Students cover the transatlantic slave trade, examining its profound impacts and legacy. Students then study the British Empire, focusing on its effects on various countries within the empire, to gain a comprehensive understanding of imperial consequences and their lasting influence on the modern world. The year will conclude with an exploration of the Industrial Revolution and the Suffragette movement. Through these topics, students will develop a deeper awareness of significant social and economic transformations and the fight for women's suffrage, understanding how these historical events have shaped contemporary society. During Humanities lessons, students study the Social Studies curriculum, which blends well.

#### Useful Websites:

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

#### Course Overview (summary of topics covered in History):

Content	History	
	<p><b>Slavery</b></p> <ul style="list-style-type: none"><li>▪ What is slavery</li><li>▪ Transatlantic slave trade</li><li>▪ Impact of slavery</li><li>▪ Abolition of Slavery</li></ul> <p><b>British Empire</b></p> <ul style="list-style-type: none"><li>▪ What are Empires</li><li>▪ British Empire</li><li>▪ Colonisation process</li><li>▪ Impacts of colonisation</li><li>▪ Independence</li><li>▪ Long term consequences of colonisation</li></ul>	<p><b>Industrial Revolution</b></p> <ul style="list-style-type: none"><li>▪ What was the industrial revolution?</li><li>▪ Children in the Industrial Revolution</li><li>▪ Invention of Railways and Trains</li><li>▪ Impact of the industrial revolution on Britain and the world</li></ul> <p><b>Suffragettes</b></p> <ul style="list-style-type: none"><li>• Who were the suffragettes?</li><li>• The actions of the suffragettes</li><li>• The legislations impacted</li><li>• Millicent Fawcett &amp; Emmeline Pankhurst</li></ul>
Assessment	Students are assessed throughout the course with essay style questions as well as source questions which use the skills developed over the course.	



## GEOGRAPHY

### GEOGRAPHY

Students study one hour of History and one hour of Geography per week. In Year 8, the curriculum includes a variety of topics within Physical, Human, and Environmental Geography. The curriculum will be taught using diverse instructional methods and various teaching approaches to ensure accessibility for all students. The primary goals are to expand students' knowledge and comprehension of the Earth, equip them with skills for illustrating, researching, and deepening their understanding, provide a solid foundation in key geographical concepts, and encourage them to draw conclusions and critically examine the world around them.

#### Useful Websites:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- Geographical Association: <https://geography.org.uk/>

#### Course Overview (summary of topics covered in Geography):

Content	Geography	
	<p><b>Fast Fashion</b></p> <ul style="list-style-type: none"><li>•What is fast fashion?</li><li>•What are the causes of fast fashion?</li><li>•What are the effects of fast fashion?</li><li>•What are the impacts of fast fashion?</li><li>•How can fast fashion be managed?</li><li>•Application Project</li></ul> <p><b>Population</b></p> <ul style="list-style-type: none"><li>• How is Earth's population changing?</li><li>• How is population measured?</li><li>• Population growth around the world</li><li>• How is the UK's population changing?</li><li>• Human impact on the world</li></ul> <p><b>Climate Hazards</b></p> <ul style="list-style-type: none"><li>▪ What is weather</li><li>▪ How we measure weather</li><li>▪ Rainfall</li><li>▪ Air pressure</li><li>▪ world climate zone</li><li>▪ factors that affect climate</li></ul>	<p><b>Urbanisation</b></p> <ul style="list-style-type: none"><li>• Urbanisation around the world</li><li>• Growth of cities and towns</li><li>• Push and Pull factors of Urbanisation</li><li>• Sustainability</li></ul> <p><b>Africa</b></p> <ul style="list-style-type: none"><li>•Context</li><li>•Physical Geography</li><li>•Human Geography</li><li>•Focused Case study</li></ul>
<b>Assessment</b>	Students will have a range of assessments which are both written, presentations and project work. Students have the opportunity to work individually and as part of a team.	



## FRENCH

In Year 8, students study French, as a continuation of their Year 7 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
<b>Content</b>	Using present tense with regular verbs Expressing opinions Talking about Tv shows and films Using the future tense Talking about your future holidays Talking about clothes and fashion Describing your hobbies and free time activities	Talking about friends, personalities and relationships Adjectival agreement Talking about music Using the perfect tense Saying what you did in Paris Talking about places in town and what you did last weekend	Combining present, past and future tenses Using the imperative Telling someone what to do using the imperative Writing a profile of a music star Talking about an upcoming event Creating invitations and response
<b>Assessment</b>	Reading, Speaking, Listening, Writing, Grammar		





## ICT AND COMPUTING

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

### COURSE OVERVIEW

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

### Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://www.w3schools.com/html/>
- <https://edu.gcfglobal.org/en/topics/office2016/>



## ENTREPRENEURSHIP

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

### COURSE OVERVIEW

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

### Useful Websites:

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



## ART AND DESIGN

### Our main aims in the Art Dept for KS3 are:

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

## COURSE OVERVIEW

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

	Term 1	Term 2	Term 3
Content	<b>Design:</b> In Term 1, students will engage in a research-intensive project on sustainable fashion, starting with an investigation of various sustainable clothing brands and their impact on the environment. They will study effective logo designs and create their own logo for a hypothetical sustainable clothing company. Alongside this, students will explore different types of design and their real-world applications, understanding how design influences consumer behavior and aesthetics. The term will culminate with students researching a designer of their choice and creating a magazine spread showcasing the designer's work and philosophy. This project integrates research skills, creative design, and real-world applications, providing a comprehensive learning experience in sustainable fashion and design.	<b>Portraiture &amp; Still Life:</b> In Term 2, students will focus on portraiture, exploring various artists and styles to understand different approaches to capturing the human face. They will learn the grid method, a technique that aids in accurately drawing proportions and details. Later in the term, students will be introduced to acrylic paint through a still life project inspired by the artist Wayne Thiebaud. They will learn about mixing colors and color matching, applying these techniques to create vibrant still life artworks. This term combines technical drawing skills with painting techniques, providing a comprehensive understanding of both portrait and still life art.	<b>Mask Design:</b> In Term 3, Year 8 students will undertake a mask design project, starting with research into cultural and contemporary mask-making traditions to choose a unique theme. They will sketch multiple designs, refining their ideas before moving on to the creation phase. Students will learn sculpting techniques and paper manipulation methods, such as folding, cutting, and layering, to add details and textures. They will also master the art of paper mache to build and finish their masks. Throughout the term, students will engage in peer critiques, developing a comprehensive set of research, design, and sculpting skills, culminating in the creation of personalized, thematic masks that showcase their artistic vision.
Assessment	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>Harmony &amp; Musical Literacy</u> – Voice – recap singing skills as well as: Core Skills: Rhythm and Pitch notation – Keyboards – listening, performing and appraising – working on notation in treble and bass clef. Use of Chords.</p>	<p><u>Topic: Musical Theatre</u> <u>Singing</u> – A return to singing with a focus on 2 parts, understanding the voice, developing range, pitch and expression, singing a range of music in parts and within the Musical Theatre genre</p> <ul style="list-style-type: none"> <li>• Developing an understanding of the different 'ages' of Musical Theatre using key words to describe. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.</li> <li>• Developing the range, expression of the voice.</li> <li>• Developing singing in parts as a whole class and groups. Great composers link – e.g. Leonard Bernstein</li> </ul>	<p><u>BLUES:</u> Tonality &amp; Improvisation; Blues learning about history, 12 bar blues, walking bass, where blues comes from, rhythms, notation, <u>Continued</u> learning of Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.</p>	<p><u>BLUES: Continued</u></p> <p>Creating your own composition in a group using the blues scale and 12 bar blues. Listening and appraising each others work. Improving your composition. Structure. Bass line, Chords, Melody. Improvisation. <u>Continued</u> learning of Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.</p>	<p><u>Film Music</u> – with links to Program music: How do film composers work to create music that manipulates audience emotion?</p> <ul style="list-style-type: none"> <li>• With movies and TV shows saturating the media, students are subliminally aware of this function of music but rarely stop to appreciate what is actually happening in it?</li> <li>• Exploring a range of different films, both reflecting music that is heard but also realising their own interpretation of scenes</li> <li>• Applying a process of storyboarding and creating music on keyboards that fit this, reflecting key contrasting elements in each scene.</li> </ul> <p><u>Continued</u> learning of Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.</p>	<p><u>SAMBA</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. <u>Continued</u> learning of Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.</p>

### Useful Websites:

- <http://www.classicsforkids.com/>
- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>



## PERFORMING ARTS

### ASSESSMENT: MUSIC

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	Listening, Performance through the half term. Describe the techniques and musical language used in Musical Theatre. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	Performing a 12 Bar Blues Chord Sequence, Performing a simple improvisation or melody over 12 Bar Blues. Extension – Performing a Walking Bass. Extension performing chords and a melody. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	Performing – student demonstrates within their group, the following skills through half term topic of collaboration, and leadership.. Demonstration of knowledge of Structure. Bass line, Chords, Melody through listening and written assessment. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.	A piece of film and music to be played and students will be asked to identify features..	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. Also if they have retained and understood written rhythmic notation. Performance, Listening, Composing/ Improvising, Appraising. Continued assessment of read and written Rhythm and Pitch Notation, Treble and Bass Clef, Bar Time, Musical Terminology.





## PERFORMING ARTS

### COURSE OVERVIEW: DRAMA

Content	<p><u>Roald Dahl</u> Students learn about characterisation. They then apply this to the different characters from Roald Dahl.</p> <p><u>Physical Theatre</u> Students learn about physical theatre and create their own piece.</p> <p><u>Macbeth</u> Students learn about Shakespeare and explore the play Macbeth.</p> <p><u>Mini Movies</u> Students learn about genre's and create their own mini movies</p> <p><u>Musical Theatre</u> Students learn about musical theatre through the play Matilda. They learn about the different roles and responsibilities.</p> <p><u>Given Circumstance</u> Students learn how to devise through a given circumstance. This develops their creative skills.</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>

### Useful Websites:

- [www.nationaltheatre.org.uk](http://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.

**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.

### 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.



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Nurturing LEADERSHIP



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

**GEMS**  
EDUCATION