

Year 7 Curriculum Overview
The British International School Casablanca



Year 7 English	Autumn 1 Descriptive Writing (Writing)	Autumn 2 Novel (Reading)	Spring 1 Poetry from Different Cultures (Reading)	Spring 2 Speeches (Writing)	Summer 1 Literature Paper 1 (Writing)	Summer 2 Introduction to Shakespeare (Reading)
Theme	Mythology, Utopias and Dystopias: Assess Reading and Writing to inform setting.		Global Voices: How backgrounds (context) impact writing and how to apply this to their own speech.		Fairy Tales Use skills from AU/SPR of lang, form, and structure to analyse AMND (A Midsummer Night's Dream).	
Curriculum Content	Greek Gods and Utopias Building upon knowledge of this topic from Y6 but introducing the concept of a utopia. Understand and apply the three-act structure of a story.	Class reading of a novel: Lord of the Flies. Explore themes of civilization, hierarchy, the Nuclear Family, and how these are presented through symbolism.	Introduction to poems from around the world.	Introduction to non-fiction writing with emphasis on persuasive writing.	Introduction to Shakespeare's a Midsummer night's dream Analysis of Shakespeare's writing style. Explore themes of love and tragedy.	Skills for Language Paper 1, including reading, writing and grammar skills.
Assessment	Midway Assessment: Week 3: multiple-choice test of knowledge. (peer-assessment) End of Unit Assessment: Week 6: Writing – Creating a Greek Myth.	End of Unit Assessment – week 6: extract and question; no paragraph limit.	Midway Assessment: Week 3: Analytical skills (peer-assessment) End of Unit Assessment – week 6: Analysis of unseen poems.	Midway Assessment: Week 3: Write a persuasive speech End of Unit Assessment – Week 6: Perform a persuasive speech.	Midway Assessment Preparation: Section B: Character analysis. (Creative writing; AO5, 6)	End of Year Exam: Week 4: GCSE-style English Language Paper 1, Comprehension and grammar assessment.

Year 7 Mathematics	Autumn 1 Algebraic Thinking	Autumn 2 Place Value and proportion	Spring 1 Applications of number	Spring 2 Fractional thinking	Summer 1 Lines and angles	Summer 2 Reasoning with number
Curriculum Content	Sequences, Linear, non-linear, term, rule. Understanding different representations of the same model. Ascending, descending, constant difference. Arithmetic, Geometric, Fibonacci. Understand and use algebraic notation. Function machines, inverse operations, substitution, functions as graphs, Equality & equivalence.	Place value and ordering integers and decimals Integers, intervals, number lines, range, median, rounding to 1 significant figure, using inequality signs to compare numbers, understand numbers in words and figures up to one billion. Fractional, decimal and percentage equivalence. Converting between F/D/P, Pie Charts, comparing diagrams.	Solving problems with addition and subtraction, Use a variety of formal mental and written methods and strategies, financial maths, perimeter tables, timetables, frequency trees, bar charts, lines graphs. Solving problems with multiplication and division Factors and multiples. Area of rectangles, triangles, parallelograms. Mean. Operations & equations with directed number, solving one & two step equations	Fractions and percentages of amounts, Know calculator and non-calculator methods Addition and subtraction of fractions, Mixed numbers and improper fractions.	Constructing measuring and using geometric notation Labelling conventions, classify angles, angle facts, types of triangle, types of quadrilateral, constructions of triangles using correct equipment, interpret and draw pie charts Developing geometric reasoning, Angles facts, sum of angles in triangles and quadrilaterals.	Developing number sense Strategies for mental calculations with fractions and decimals, using estimation to check for mental calculations, use number and algebra facts to derive other facts Sets and probability, Venn diagrams, notation, probability scale, sample space Prime numbers and proof Primes, squares, triangle numbers, test conjectures
Assessment:	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Nov 2024	Spring term 1 Progress test: Jan/Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: no data collection	

Year 7 Curriculum Overview
The British International School Casablanca



Year 7 Science	Autumn 1 Key objectives, Scientific Enquiry & Cells	Autumn 2 Articles & States of Matter	Spring 1 Forces & Energy	Spring 2 Classification & Interdependence	Summer 1 The Earth & Space	Summer 2 Reproduction
Curriculum content	<p>Introduction to scientific enquiry & lab safety.</p> <p>Study of cells, both plant and animal.</p> <p>The study of tissues, organs, and organ systems.</p> <p>Enquiry into microbes and how they enter the body.</p>	<p>Study of particle theory, states of matter (liquid, solid and gases) the changes of state, and the process of diffusion.</p> <p>Examples of matter in different states.</p> <p>Formative Assessment: Quiz on particle theory and states of matter.</p>	<p>Understanding different types of forces (gravity, friction, etc.), introduction to energy types and transfers.</p> <p>Scalars, vectors and the measurement of different forces.</p> <p>Formative Assessment: Practical investigation of forces; written test on energy.</p>	<p>Classification of living organisms, food chains, food webs, ecosystems, and the importance of biodiversity.</p> <p>The study of differing ecosystems / biomes.</p> <p>*Science Fair</p> <p>Formative Assessment: Group project on ecosystems; test on classification and food chains.</p>	<p>The structure of the Earth – Inner / Outer Core, Mantle and the Lithosphere.</p> <p>The rock cycle, including rock types.</p> <p>The solar system and the study of the planets therein.</p> <p>The seasons, and the phases of the moon.</p>	<p>Human and plant reproduction, life cycles, and the importance of reproduction for survival of species.</p> <p>Students will learn about the cells and body parts involved in reproduction.</p> <p>This forms the basis for future study at Key Stage 3 & 4.</p>
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: End-of-unit exam on the rock cycle and space.	Summer term 2: Jun 2025 End of Year exam

Year 7 Geography	Autumn 1 Understanding maps and mapping	Autumn 2 Understanding Fieldwork	Spring 1 Weather and Climate	Spring 2 Focus on Africa	Summer 1 Rivers	Summer 2 Rivers continued
Curriculum Content	<p>Students will learn what it means to be a geographer and how to use geographical data including maps</p> <p>Key skills Map skills including 4 and 6 fig grid refs, map symbols, scale, longitude and latitude</p>	<p>How to carry out a piece of fieldwork and analyse the data</p> <p>Key skills Using fieldwork equipment, collecting scientific data Presenting data</p>	<p>What is the weather and climate? How do we measure weather? What is the climate of Morocco? Project Microclimates</p> <p>Key skills Group work Collecting / Presenting Data</p>	<p>Students will be assigned an African Country and produce a brochure</p> <p>Key skills Collecting and presenting Data Time management Creativity</p>	<p>How rivers create our environments Identifying landforms Why rivers are important to us</p> <p>Key skills Identifying features from a map</p>	<p>Moroccan river focus</p> <p>Key skills Mapping, Applying data and information to a real example Possible field trip</p>
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 Progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: no formal assessment	Summer term 2: Jun 2025 End of Year exam

Year 7 Curriculum Overview
The British International School Casablanca



Year 7 History	Autumn 1 Introduction to History	Autumn 2 Ancient Romans and Greeks	Spring 1 The Medieval World	Spring 2 Hispano-Moroccan War	Summer 1 Empires of the World	Summer 2 Transatlantic Slave Trade
Curriculum Content:	<p>Enquiry 1 – How do we make connections to the past and what do we mean by History?</p> <p>Enquiry 2 – Why is chronology important with events? Project Study.</p> <p>Enquiry 3 – How do sources help us to understand the past?</p>	<p>Enquiry 1 – What was life like in the Ancient World?</p> <p>Enquiry 2 – What discoveries were made by the Romans/Greeks?</p> <p>Enquiry 3 – What was the impact of discovery?</p>	<p>Enquiry 1 – What was life like in Europe/Africa in the Medieval Times?</p> <p>Enquiry 2 – How did the Arab World affect Medicine in Europe?</p> <p>Enquiry 3 – What was the impact of medieval times on discovery?</p>	<p>Enquiry 1 – What was the cause of the Hispano-Moroccan War?</p> <p>Enquiry 2 – What were the key features of the war?</p> <p>Enquiry 3 – What was the impact of the war on the people?</p>	<p>Enquiry 1 – What is an empire and why would countries create one?</p> <p>Enquiry 2 – What were the key aspects of each empire (Britain, French, Spanish).</p> <p>Enquiry 3 – What is life like for people living in a colony?</p>	<p>Enquiry 1 – What was life like in Africa before slavery?</p> <p>Enquiry 2 – Assess the impact of the slave trade of African people.</p> <p>Enquiry 3 – How far did life change after the introduction of slavery?</p>
Assessment:	<p>Formative: Writing – Looking at PEEL paragraphs. Source – What is a source and what are we looking for?</p> <p>Summative: Research Project / Presentation PEEL x2 & Source Analysis</p>	<p>Formative: Writing – Looking at PEEL paragraphs. Source – What is a source and what are we looking for?</p> <p>Summative: PEEL & Source Analysis Assessment 1 (3 in 1 – see above)</p>	<p>Formative: Writing – Using evidence to develop a PEEL paragraph Sources – Identify key/relevant features.</p> <p>Summative: Explanation and Research Homework (x2) PEEL & Source Analysis x2</p>	<p>Formative: Writing – Using evidence to develop a PEEL paragraph Sources – Identify key/relevant features.</p> <p>Summative: PEEL & Source Analysis Assessment 2 (3 in 1 – see above)</p>	<p>Formative: Writing – Linking aspects of PEEL paragraphs Sources – Comparative</p> <p>Summative: Explanation and Research Homework (x2) PEEL & Source Analysis x2</p>	<p>Formative: Writing – Linking aspects of PEEL paragraphs Sources - Comparative Sources</p> <p>Summative: PEEL & Source Analysis EOY Assess 3 (3 in 1 – see above)</p>

Year 7 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Vocab topics: Introducing myself Likes and dislikes The alphabet, numbers, months colours Describing yourself and someone else.</p> <p>Grammar: possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses) · le/la/les · un/une/des · adjective agreement.</p>	<p>Vocab topics: Daily routine, school subjects and opinions My day, Daily routine school Subjects and opinions Holidays / Morocco Research school life in France.</p> <p>Grammar: adjective agreement, qui s'appelle/ s'appellent, Verbes 1^{er} et 2^{em} groupe (parler, écouter, chanter, regarder, jouer, discuter, travailler).</p>	<p>Vocab topics: Talking about family members Pets and colours Describing personality Rooms of the house Activities around the house.</p> <p>Grammar: common -er verbs with all subject pronouns (manger,) Verbes du 3^e groupe Prendre, venir, savoir</p>	<p>Vocab topics: Places in town and expressing opinions In the town, places in the town Directions Expressing opinions Research French Moroccan city</p> <p>Grammar: Opinions & infinitive (e.g. j'aime jouer, elle n'aime pas aller) · Negative form for verbs, Frequency (souvent, de temps en temps, rarement</p>	<p>Vocab topics: Art (poems and paintings) Writing a poem Describing a painting (colours and painting plans) Learn poetry, vocabulary, rhyme, stanza, syllable, verse.</p> <p>Grammar: Recognising subject, verb and adverb, conjugating the verb to be "etre"</p>	<p>Vocab topics: Free time/sport Develop what pupils can say about themselves To allow pupils to express more opinions, more key French sounds are introduced.</p> <p>Grammar: Use of verbs and adjectives/ adjectifs de couleurs (accords)</p>
Assessment	Formative assessment Oct 2024	Listening and reading tests: Nov 2024	Speaking and writing tests: Jan/Feb 2025	Reading and writing tests: Mar 2025	No formal assessment	Summer term 2: Jun 2025 End of Year exam

Year 7 Curriculum Overview
The British International School Casablanca



Year 7 Arabic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Vocab topics: Introducing myself Likes and dislikes The alphabet, numbers, months colours Describing yourself and someone else Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Vocab topics: Daily routine, school subjects and opinions My day, Daily routine school Subjects and opinions Holidays, Research school life in Morocco Grammar: - sentence reading - reading a short text - the nominal sentence and its components	Vocab topics: Talking about family members, Pets and colours Physical description Describing personality Rooms of the house Activities around the house Grammar: - reading a short text - the verbal sentence - the components of a verbal sentence - the definite article and the indefinite article - read short story Arabic	Vocab topics: Places in town and expressing opinions, In the town Places in the town Directions, Expressing opinions Research of a Moroccan city Grammar: - the past tense verb - the intransitive and transitive verb - the bound and simple ta'	Vocab topics: Art (poems and paintings) Writing a poem, describing a painting (colours and painting plans) Learn poetry Vocabulary; rhyme, stanza, syllable, verse Grammar: - the abstract verb and more - the epithet - writing the middle hamza - the present tense verb	Vocab topics: Free time/sport Develop what pupils can say about themselves To allow pupils to express more opinions, to learn about different sports in Arabic countries. Grammar: - Singular, dual, and plural - the correct verb and irregular - the active and unknown verb
Assessment	Formative assessment: Oct 2024	Listening and reading tests: Nov 2024	Speaking and writing tests: Jan/Feb 2025	Reading and writing tests: Mar 2025	No formal assessment	Summer term 2: Jun 2025 End of Year exam

Year 7 ICT	Autumn 1 Using technology safely	Autumn 2 Hardware & Software	Spring 1 Data Analysis	Spring 2 Creative use of ICT	Summer 1 Introduction to Algorithms	Summer 2 Computational Problem Solving
Curriculum Content	Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact, and conduct and know how to report concerns.	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems. Understand how instructions are stored and executed within a computer system.	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems. Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.	Undertake creative projects that involve selecting, using, and combining multiple applications, collecting and analysing data Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Students will be introduced to algorithms that reflect computational thinking Use logical reasoning Use two or more programming languages Undertake creative projects Create, re-use, revise and re-purpose digital artefacts for a given audience Algorithms and problem decomposition	In addition to building on prior knowledge from previous learning students will develop contextual, understanding to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop
Assessment	Computer safety assessment: Oct 2024	Computer systems assessment: Dec 2024	Spreadsheets assessment: Feb 2025	Design / evaluation of project: Mar 2025	No formal assessment	Summer term 2: Jun 2025 End of Year exam

Year 7 Curriculum Overview
The British International School Casablanca



Year 7 Music	Autumn 1 The power of the voice	Autumn 2 A catchy chorus	Spring 1 A conversation between drums and voices	Spring 2 Rounds and rhythms, rhythms and rounds	Summer 1 / Summer 2 The gig
Curriculum Content	<p>This unit focuses on singing and how to use the voice as a powerful medium of expression. Music making will include singing in rounds and singing in two parts, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available.</p> <p>Learners will consolidate their understanding of how melodies and rhythms are constructed, while also developing their use of chords. Learners will use their bodies and visual symbols to make connections between sound and symbol.</p>	<p>This unit focuses on singing and how to learn and perform a popular chorus with two-part harmonies. Music making will include singing in rounds and singing in two parts, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available.</p> <p>Learners will continue to consolidate their understanding of how melodies and rhythms are constructed, and the use of chords. Learners will apply their understanding of the links between sound and symbol to develop their ability to notate rhythms.</p>	<p>This unit focuses on creating a dramatic call and response piece whilst playing rhythms on drums and also singing chords in three parts.</p> <p>Music making will include singing in rounds, singing in two parts, and singing chords in three parts, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available.</p>	<p>Learners will practise their ensemble skills and coordination skills by simultaneously singing rounds and clapping rhythms.</p> <p>Music making will include singing in rounds, singing in two or three parts, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available.</p>	<p>In this unit, learners will select their favourite work from the year to revise, refine and perform as part of a final gig. They will explore ways of rehearsing and improve their ensemble skills.</p> <p>Learners will consolidate their learning from the stage, including understanding of melodies, rhythms, chords and notations.</p>
Assessment:	In class assessment on vocal performances.	Written assessment on music notation.	In class assessment on performance.	In class assessment of performance.	End of year graded performance - "The Gig"

Year 7 Art	Autumn 1 Drawing	Autumn 2 Colour	Spring Term Looking at an artists' work	Summer Term Pattern and Texture
Curriculum Content	<p>In this unit, learners develop their understanding of how to use line and shading to create form, shape and pattern using a variety of tools such as pencil, pen and charcoal and drawing from a range of still life objects. Learners are introduced to drawing techniques that encourage them to consider how to approach drawing a range of objects, including those that are man-made and natural.</p>	<p>In this unit, learners explore other artists' use of colour. They experiment with media such as oil pastel and watercolour to develop their knowledge and understanding of colour theory. This will involve looking at other artists' use of colour and building on their own knowledge of tone. Learners will mix colours and explore combinations of colours to recreate form and mood.</p>	<p>In this unit, learners are introduced to a range of artwork from different times and cultures. They learn how to look carefully and thoughtfully at these works, developing analytical skills, an awareness of context and an understanding of how to research artwork so that it informs their own ideas and their own work. They build on their knowledge from the previous unit and use art terminology to analyse the use of the formal elements within the artwork.</p>	<p>In this unit, learners experiment with media and processes, such as printing techniques and using clay and alternatives, to develop initial drawings of texture on natural forms into abstract images or forms. They will focus on creating patterns by repeating shapes and/or colours.</p> <p>Learners have the opportunity to build on drawings of natural forms using tone and colour studies from previous units.</p>
Assessment	Assessment of piece done in class	Assessment of piece done in class	Assessment of piece done in class	Assessment of piece done in class