

Year 7 Curriculum Overviews

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; AOS, 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 &	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

2026/27
Year 7 Curriculum Overviews
The British International School Casablanca



			two step equations			
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	Progress tests and whole-year summative assessment

Year 7 Science	Autumn 1 Key objectives, Scientific Enquiry, Cells, Matter, Forces	Autumn 2 Forces, Energy Transfers, Types of Reaction, Ecosystems	Spring 1 Electricity, Gases, Chromatography, Respiration	Spring 2 Light, Chemical Equations, Nutrition	Summer 1 Speed, Moments, Ecosystems, Energy Changes in Reactions	Summer 2 Energy, Electromagnets, Skills in Science
Curriculum content	Introduction to scientific enquiry & lab safety. Study of cells, both plant and animal. Study of particle theory, states of matter (liquid, solid and gases) the changes of state, and the process of diffusion. Examples of matter in different states. Enquiry into examples of forces and Space.	Understanding different types of forces (gravity, friction, etc.), introduction to energy types and transfers. Classification of living organisms, food chains, food webs, ecosystems, and the importance of biodiversity. Describing and explaining the energy transfers in different scenarios. Being able to describe different types of reactions such as precipitation reactions, and neutralisation reactions. The seasons, and the phases of the moon.	Circuits – including symbols and measuring current in series and parallel circuits. Define purity in terms of gases, pressure in fluids and defining solubility. Describe and explain how to carry out chromatography and interpret the results. Compare aerobic and anaerobic respiration.	Describe reflection, absorption and transmission. Study the structure of the atom and write word equations for chemical reactions. Explain what constitutes a balanced diet and state the effects of smoking. *British Science Week	Calculating speed, distance and time. To be able to interpret distance time graphs. Describe what is meant by a moment. The study of differing ecosystems / biomes. Understanding what is meant by exothermic and endothermic reactions.	Students will learn about renewable and non-renewable energy sources. Describing what electromagnets are and stating their uses. Students will work on skills in science, such as interpreting data, presenting information in graphical forms, identifying variables and working safely in a laboratory This forms the basis for future study at Key Stage 3 & 4.
Assessment	Autumn term 1 progress test: Oct 2026	Autumn term 2 assessment: Dec 2026	Spring term 1 progress test: Feb 2027	Spring term 2 assessment: Mar 2027	Summer term 1: No data collection	Summer term 2: Jun 2027 End of Year exam

2026/27
Year 7 Curriculum Overviews
The British International School Casablanca



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	Students will learn what it means to be a geographer and how to use geographical data including maps Key skills Map skills including 4 and 6 fig grid refs, map symbols, scale, longitude and latitude	How to carry out a piece of fieldwork and analyse the data Key skills Using fieldwork equipment, collecting scientific data Presenting data	What is the weather and climate? How do we measure weather? What is the climate of Morocco? Project Microclimates Key skills Group work Collecting / Presenting Data	Students will be assigned an African Country and produce a brochure Key skills Collecting and presenting Data Time management Creativity	How rivers create our environments Identifying landforms Why rivers are important to us Key skills Identifying features from a map	Moroccan river focus Key skills Mapping, Applying data and information to a real example Possible field trip
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 Overviews

The British International School Casablanca



Year 7 History	Autumn 1 Introduction to History and the Romans	Autumn 2 Medieval Britain	Spring 1 African Kingdoms	Spring 2 African Kingdoms and Empires	Summer 1 Transatlantic Slave Trade	Summer 2 Industrial Revolution
Curriculum Content:	Enquiry 1 – How do we make connections to the past and what do we mean by History? Enquiry 2 – What was lifelike in the Ancient World? Enquiry 3 – What was the invasion of Britain like for both the Romans and Saxons	Enquiry 1 – What was life like in Europe/Africa in the Medieval Times? Enquiry 2 – How did the Arab World affect Medicine in Europe? Enquiry 3 – What was the impact of medieval times on discovery?	Enquiry 1 – What were the key features of trade and materials? Enquiry 2 – Differences between each African Kingdom	Enquiry 3 – Focus on South Africa and the impact of Nelson Mandela Empires Enquiry 1 – What is an empire and why would countries create one? Enquiry 2 – What were the key aspects of each empire Enquiry 3 – What is life like for people living in a colony?	Enquiry 1 – What was life like in Africa before slavery? Enquiry 2 – Assess the impact of the slave trade of African people Enquiry 3 – How far did life change after the introduction of slavery?	Enquiry 1 – Focus on what the Industrial Revolution was. Enquiry 2 – What were the key features of the Industrial Period? Enquiry 3 – What was the impact of the Industrial revolution.
Assessment:	Writing – Looking at PEEL paragraphs. Source – Identify two features	Writing – Looking at PEEL paragraphs - identify two features	Writing – PEEL - focus on explanation Sources – how useful?	Writing – PEEL - focus on explanation Sources –how useful?	Writing – Linking aspects of PEEL paragraphs Sources – Comparative Sources	Writing – Linking aspects of PEEL paragraphs Sources - Comparative Sources

Year 7 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content BEGINNERS	In this Unit, students will revise and consolidate language. They will expand their use of greetings in both formal and informal contexts, revise numbers , dates and telling the time, describe classroom objects using the correct articles (<i>un, une, des</i>), and practise basic question forms such as <i>Qu'est-ce que c'est ?</i> .	In this unit, students will talk about school life and daily routines using familiar vocabulary and simple sentence structures. They will describe their timetable, school subjects and activities, give simple opinions and preferences, use reflexive verbs to talk about their daily routine, and describe the duration and sequence of activities using basic time expressions and connectors. Students will also explore and compare school life in different countries.	In this unit, students will develop their ability to talk about family, relationships and personalities using familiar vocabulary and simple descriptive language. They will describe family members and explain their relationships with others, while introducing and practising plural possessive adjectives such as <i>mes, tes, ses, nos</i> and <i>vos</i> . Students will write a short paragraph about their family, using simple sentences to introduce and describe family members. They will also describe where they live and give basic	In this unit, students will develop their ability to talk about food and eating habits. They will identify healthy and unhealthy food choices, express quantities, and use partitive articles such as <i>du, de la, de l'</i> and <i>des</i> when talking about food. Students will describe a typical meal, talk about what they eat and drink, and learn to use simple language to discuss table manners during meals.	In this unit, students will develop their ability to describe their city or neighbourhood using familiar vocabulary for places and services. They will say where places are located, ask for and give simple directions, and use common prepositions of place such as <i>à côté de, en face de, près de, loin de, entre</i> and <i>devant</i> . Students will practise understanding and giving directions in simple real-life situations and describe the location of familiar places in their local area.	In this unit, students will develop their ability to talk about holidays and travel experiences using familiar vocabulary and increasingly connected sentences. They will describe past holidays, including where they went, what they did and what the weather was like, and express simple opinions about their experiences. Students will use a wider range of connectives such as <i>et, mais, parce que, puis, ensuite</i> and <i>après</i> to link ideas and organise their descriptions. They will also be introduced to the <i>futur proche</i> to talk about future holiday

Year 7 Curriculum Overviews

The British International School Casablanca



			information about their home and living environment.			plans and intentions, using structures such as <i>je vais + infinitif</i> .
Intermediate	Students study fairy tales, learning to identify the verb in a sentence and to recognize the root and endings. They learn to conjugate first-group verbs (-er) and irregular verbs in the present tense. They apply all the skills acquired to write the beginning of a fairy tale.	Students study fairy tales, learning to conjugate first-group verbs (-er) and irregular verbs in the imperfect tense (<i>l'imparfait</i>), as well as the gender and number agreement of adjectives. In their writing activities, they reorder the sections of a fairy tale.	Students work on novels, studying agreement within the noun phrase and the imperfect tense (<i>l'imparfait</i>) conjugation of verbs ending in -ir. In their writing activities, they practice writing the beginning of a novel.	Students work on novels, discovering the homophones <i>ou/òù, se/ce, and ses/ces</i> , and studying the future tense conjugation of first-group verbs (-er). They practice reordering the sections of a story.	Intermediate: Students work on fables, discovering the future tense of irregular verbs and synonyms.	Students work on fables, conjugating verbs ending in -ir, -dre, and -oir in the imperfect tense (<i>l'imparfait</i>), and studying the feminine form of nouns ending in -ice and -ère. In their writing activities, they practice writing a short fable.
ADVANCED	Students will examine the structure of a detective narrative, interpret clues and make predictions. They will produce an organised mystery story and strengthen their use of the present tense, irregular verbs, noun groups and subject-verb agreement.	Students will explore a text about an inspiring person and analyse how information is presented. They will recount a heroic event with a clear ending while developing their understanding of the imperfect, future tense, adjectives, pronouns and sentence punctuation.	Students will study literary and informational texts about extreme weather and natural events. They will compare viewpoints and create a poem using appropriate imagery. Grammar will focus on the simple past, interrogative structures and circumstantial complements.	Students will analyse a text about talent, perseverance and success. They will take part in discussions and write a convincing application for a competition. Language work will cover the simple past, invariable words, sentence forms and agreement within the noun group.	Students will interpret a fable and explain its message using evidence from the text. They will compose their own fable with a clear narrative structure and moral. They will also revise past tenses, sentence construction and vocabulary relationships.	Students will compare different fables and identify their messages. They will rewrite a fable from another character's point of view and present it orally, using accurate tenses and vocabulary.
Assessment	Formative assessment	Listening and reading tests	Speaking and writing tests	Reading and writing tests	No formal assessment	Progress tests and whole-year summative assessment

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	Vocab topics: Daily routine, school subjects and opinions My day, Daily routine school Subjects and opinions Holidays, Research school life in Morocco	Vocab topics: Talking about family members, Pets and colours Physical description Describing personality Rooms of the house Activities around the house	Vocab topics: Places in town and expressing opinions, In the town Places in the town Directions, Expressing opinions Research of a Moroccan city	Vocab topics: Art (poems and paintings) Writing a poem, describing a painting (colours and painting plans) Learn poetry Vocabulary; rhyme, stanza, syllable, verse	Vocab topics: Free time/sport Develop what pupils can say about themselves To allow pupils to express more opinions, to learn about

Year 7 Curriculum Overviews

The British International School Casablanca



	Beginners and Intermediate Grammar: -Position of alphabets within the word. -Alharakat: short and long vowels in Arabic. -To differentiate between male and female while asking about their names. ADVANCED GRAMMAR -Words/sentences -Noun and its gender (Feminine/Masculine) -Demonstrative pronouns ('this, these, that, those')	Beginners and Intermediate Grammar: -Reading letters with all vowels -Ordering the studied letter segments ADVANCED GRAMMAR - reading the sentences - sentence structure - reading a short text - the nominal and verbal sentence and its components - Verb tenses: past/present/imperative	Beginners and Intermediate Grammar: Demonstrative pronouns - Make a difference between feminine and masculine This - These - Possessive pronouns feminine and masculine/plural Singular - Dual - Plural ADVANCED GRAMMAR - reading a short text - the nominal and verbal sentence - the components of a verbal sentence - Punctuation: question/exclamation - the definite article and the indefinite article - read short story Arabic	Beginners and Intermediate Grammar: -Making questions using 'where?' -Making questions using 'What' how many) -Further use of 'there is' -Using adjectives - the bound and simple ta' ADVANCED GRAMMAR - the past tense verb - Singular words -Duals word -Plural words - intransitive and transitive verb - ta marbuta and ta mabsuta	Beginners and Intermediate Grammar: -Asking questions 'do you have' -Negation in Arabic -Plural / using numbers -Adjective agreement -Using connectives -Two forms of 'Your' -Asking questions using 'what' - writing the middle hamza - the present tense verb ADVANCED GRAMMAR - the abstract verb -The augmented verb - the adjective	different sports in Arabic countries. Beginners and Intermediate Grammar: - Singular, dual, and plural -Using (what is this ? in Arabic -Using other personal pronouns (he, she, we) -How the verb changes when used with these pronouns -How to express a simple opinion using some adjectives -Using connectives ADVANCED GRAMMAR -Conjunctions of past/present and imperative verbs. -Consolidating all the phenomena studied in previous lessons
Assessment	Formative assessment:	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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	- Health and Safety - Hardware and Software - Internal parts of computers - File Management - Document Production - Viruses - Online Safety and security: Cyberbullying	- Types of Computers - Memory and Secondary Storage - ICT effects on society - Blogging: . What is a blog? . Planning a Blog Post	- Data Analysis: Spreadsheets - Searching the Web - Internet and Web Browsers - Online Safety and security: plagiarism and citation ethics	- Copyright and magazine covers - Images and Photoshop - Finalising a design and evaluating. - Computer Networks and protocols - Build a network - Networking hardware	-Introduction to algorithms - Computational Thinking - Problem Decomposition and Scratch Overview - Game development - Online Safety and security: Positive online reputations	-Website Design - HTML - Web development layers - Stylesheets - Testing and publishing

2026/27
Year 7 Curriculum Overviews
The British International School Casablanca



Assessment	Assessment: Oct 2025	Assessment: Dec 2025	Assessment: Feb 2025	Assessment/project: Mar 2025	Project	Summer term 2: Jun 2025 End of Year exam

Year 7 Music	Autumn 1 Music Notation and Recorder Flute / Melodica	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 power of the voice
Curriculum Content	In this unit, students will learn how to read and write basic music notation, including pitch, rhythm, and key signatures. They will also learn how to play the recorder flute, applying their knowledge of notation to real-life musical performance. The unit will cover both theoretical and practical aspects, helping students to connect the written and performed elements of music.	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. 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.	This unit focuses on creating a dramatic call and response piece whilst playing rhythms on drums and also singing chords in three parts. 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.	Learners will practise their ensemble skills and coordination skills by simultaneously singing rounds and clapping rhythms. 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.	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. 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.
Assessment:	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.

Year 7 Art	Autumn 1 Drawing	Autumn 2 Colour	Spring Term Looking at an artists' work	Summer Term Pattern and Texture
-------------------	-----------------------------	----------------------------	--	--

2026/27
Year 7 Curriculum Overviews
The British International School Casablanca



Curriculum Content	Students will explore the foundations of art by learning about the Elements of Art through independent research, discussion and collaborative group work. They will develop their understanding of key elements such as line, colour, tone, shape, form, texture and space. Once they have built their knowledge, students will apply these elements creatively in a final project that brings their learning together.	Students will undertake their own research as part of an independent art project. They will choose a Beatles song that inspires them and research an artist of their choice, using the artist's style and ideas to create an original piece of artwork inspired by their chosen song. Each student will have the opportunity to develop their own creative ideas and artistic style, with their finished canvas proudly displayed at the school Art Show.	Students will explore the fascinating world of animals through close-up studies of their eyes. Students will develop their observational drawing skills, focusing on proportion, detail, tone and texture to capture the unique characteristics of different animals. They will explore how artists use close observation to create realistic and expressive imagery before producing their own striking animal-eye artwork.
Assessment	Assessment of piece done in class	Assessment of piece done in class	Assessment of piece done in class

PE	Autumn 1 and Autumn 2 Basketball	Spring 1 Handball / Dodgeball	Spring 2 Volleyball	Summer 1 Badminton	Summer 2 Football
Theme	Rules and regulations, basic skills competency		Life Skills : Years 6 will focus largely on fair play and the introduction of referees.		
Curriculum Content	Components of Fitness and how to test for each individual strand of fitness. Power, Speed, Stamina or aerobic endurance, muscular endurance, flexibility, balance, coordination, reaction time etc. Badminton – Serve, footwork, long and short plays.	How to execute and basic serve, dig shot, volley and smash will all be covered	How to execute and basic Dribble, Pass, Shot and Layup, rebound, defend.	Students will study the fundamentals of dodgeball / and or tag rugby. Here emphasis is on speed and agility of movement and throwing skills. Students will have a chance to apply their learning to a game scenario.	Here the emphasis will be on organisation and fair play – Can students create an atmosphere of fair play? Each session will focus on a skill such as dribbling or passing with a chance to apply this into a game.

2026/27
Year 7 Curriculum Overviews
The British International School Casablanca



Assessment	Fitness Testing (Bleep test , agility run)	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?
-------------------	--	---	---	---	---